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ABSTRACT

The purpose of a project was to improve, through an inservice staff development program, the teaching of content reading skills in adult basic education and adult high school completion classes. The program provided methods and materials in five reading skill areas: (1) word identification, (2) vocabulary, (3) comprehension, (4) critical and interpretative reading, and (5) reading study skills, especially as these skills are applied to functional content areas. The project used texts and media currently available in classrooms. There were fifteen two-hour sessions devoted to the development of functional reading skills through the use of modeling, discussion, simulation, application, and replication by participants under the direction of the workshop consultants. A formative evaluation was conducted. It included an evaluation of the bi-weekly class, an evaluation of the individual participant's competency to teach functional reading skills to students, and each participant's evaluation of classroom materials he or she developed, along with the results of their application. (Narrative sections of the report cover less than fifty pages. The course outline and all the materials used in the workshop instruction comprise the remainder of this report. Source and availability of material used is also cited.) (Author/YLB)

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IN-SERVICE STAFF DEVELOPMENT/A BASIC CONTENT READING CURRICULA FOR ABE TEACHING PERSONNEL

Developed by

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June 1980

CE 026 689

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ABSTRACT

The purpose of this project was to improve, through an in-service staff development program, the teaching content reading content reading skills in adult basic education and adult high school completion classes.

The program provided methods and materials in five reading skill areas: (1) word identification, (2) vocabulary, (3) comprehension, (4) critical and interpretative reading, and (5) reading study skills, especially as these skills are applied to functional content areas. The project used texts and media currently available in the classrooms.

There were fifteen 2-hour sessions devoted to the development of functional reading skills through the use of modeling, discussion, simulation, application, and replication by participants under the direction of the workshop consultants.

A formative evaluation was conducted. It included an evaluation of the bi-weekly class, an evaluation of the individual participant's competency to teach functional reading skills to students, and each participant's evaluation of classroom materials he developed, along with the results of their application.

FOREWORD

The major objective of this project was to improve, through a staff development program, the teaching of content reading skills in adult basic education and adult high school completion classes. The program provided for the development of methods and materials in five reading skill areas: (1) word identification, (2) vocabulary, (3) comprehension, (4) critical and interpretive reading, and (5) work study skills. The project utilized texts and media in use currently in the classrooms.

This report describes an inservice training process that proved to be very effective. Fifteen two-hour group sessions were held on alternate weeks, with the first hour of each session devoted to sharing of ideas and lesson plans prepared and classroom tested by each participant. The second hour of each session was devoted to the development and understanding of teacher skills in the teaching of reading.

During the two-week interval between group sessions, participants developed lesson plans, including instructional strategies and materials. These lesson plans were tried out in the regular classrooms. With the consultants' assistance, the teacher evaluated and improved lesson plans and then reported to the next group session. Many of these lesson plans are presented in this report.

This report describes the instructional content used and presented by the consultants, some of the lesson plans and materials developed to teach content reading skills and the process used in the development of teacher skills. This process of theory presentation, field test and evaluation is strongly recommended for effective inservice. It includes the tryout--the application phase that results in the use of new teacher skills and insures increased results from inservice training. The techniques developed in this program were evident throughout the school and persisted after the program was completed.

For all the support and participation in this program I am grateful. To Dr. Brent Gubler, Coordinator, Adult Education Services, Utah State Office of Education, we are indebted for much encouragement and assistance. The project consultants, Dr. Karen Nielsen, Weber State College, Ogden, Utah and Mary Smith, Granite School District, Salt Lake City, Utah were very generous with time and expertise as well as becoming warm personal friends to everyone. The participants, all Weber Adult High School staff members, were sincerely and enthusiastically involved throughout the project period. The staff members were: James Acton, Brent Campbell, Peter Duynstee, Louann Henry, Amelia Hernandez, Alda Johnson, Welling Macfarlane, Delwyn Richardson, Kathy Sedgwick, Ramona Shurtliff, Wayne Sims and Susanne Walters. Each made a significant contribution to the project. To Roberta Palmer, friend, typist and editor, appreciation is strongly expressed.

The impact of this program in improving instruction in reading skills on this school and its pupils is well worth the cost in time and funds. I recommend this program for replication and use elsewhere.

Spencer Wyatt, Project Director
Supervisor, Weber Adult Education
Weber School District
Ogden, Utah 84404
July 10, 1980

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INTRODUCTION

This report would be of interest to administrators, faculty, and staff of adult completion high schools, alternative high schools, community schools and adult basic education schools.

The final report was prepared for and submitted to the Utah State Board of Education, Adult Education Unit, 250 E. 5th South, Salt Lake City, Utah 84111. Phone (801) 533-5431.

Rationale

The Federal Government in its Right to Read Report stated that schools are failing in their efforts to teach large numbers of students how to read effectively.[1] The problem exists in part, because secondary students had not been taught, and therefore, lacked the reading and study skills necessary for them to use their textbooks successfully.

This problem is compounded in the adult education programs because many of these students exhibit problems and anxieties over their lack of skills to complete reading assignments. They are ineffectual in approaching printed media to acquire information and often lack ability to assess, organize, or apply information presented.

This problem has existed, in part, because teachers have not been trained to teach reading in their academic discipline.

---

[1] James E. Allen, "The Right to Read: Target for the 70's," Journal of Reading 13 (February, 1969), pp. 95-101.

There has been no evidence to date of any systematic, viable, program to organize and implement an on-going staff development content reading program for Utah Adult Education personnel.

The need for teaching reading skills in different disciplines has become increasingly important as educators have developed an awareness of the problems adult students have in studying the subject matter of their classes. Eighty-five percent of the activities through which individuals learn involves printed matter. It is the teacher's task to teach every student the necessary reading and study skills needed in each learning situation.

Description

This project for staff development of the Weber School District Adult Completion High School personnel was an extended inservice model conducted over a five month period beginning September 19, 1979 and concluding March 19, 1980.

This Content Reading Instruction program was designed to improve instruction of necessary reading skills in the classrooms and as a result improve reading and learning ability of the students.

Fifteen bi-weekly sessions were presented. Classes were conducted on site at the school using the facilities available to the teachers. Before the proposal was submitted, Adult Completion High School personnel met and determined a need for the training. Participation in the inservice program was voluntary. Participants were given the option of receiving 3 semester hours of graduate credit from Brigham Young University upon satisfactory completion of the course. Compensation was given teachers and staff for the time spent in the sessions and for preparation of materials.

Dr. Spencer Wyatt, Director of Weber School District Adult Education served as program director. Two consultants were retained to present the course: Dr. Karen Nielsen, Assistant Professor of Secondary Education, Weber State College, Ogden, Utah and Mary Langer Smith, Mathematics Specialist and teacher, Granite School District, Salt Lake City, Utah. The fifteen participants receiving instruction included teachers and staff of the Adult Completion School in the areas of mathematics, social studies, ESL, remedial reading, English, home economics, as well as three counselors.

Objectives

The objectives of the program were to teach participants to recognize causes of reading difficulty encountered by adult students; to learn to develop, administer, and interpret various types of reading diagnostic instruments; to learn to teach reading skills in five reading skill areas; to learn and understand procedures and techniques for teaching reading in specific content areas by planning and implementing lessons in regular classes; and to develop confidence and competency to teach functional reading skills. These objectives were to be evaluated on a pre-and post program basis of participants ability to recognize causes of reading difficulty encountered by adult students; to conduct and interpret various types of reading diagnostic instruments/processes; to teach reading skills in the areas designated; to describe and use specific procedures and techniques of teaching content reading; and to exercise confidence and competency in teaching the reading skills.

Methods and Procedures

The program presented methods and materials in five reading skill areas: (1) word identification, (2) vocabulary, (3) comprehension, (4) critical and interpretative reading, and (5) work study skills, especially as these skills are applied to functional content areas. The project used texts and media currently available in the classrooms. A copyrighted manual, "Content the Goal: Reading the Vehicle" was used as the basis for the activity oriented workshop sessions.

The fifteen two-hour sessions were organized to allow the first hour to be used by participants to share materials and methods which they had developed replicating the reading skills activities. The second hour of each session was devoted to development of functional reading skills through the use of modeling, discussion, simulation, application, and replication by participants under the direction of the workshop consultants. Activities used to present reading objectives included lecture, illustrated lecture, demonstration, brainstorming, group discussion, buzz sessions, role-playing and guided practice.

Course outline identifying topics addressed included:

COURSE OUTLINE

Lesson One - INTRODUCTION OF WORD ANALYSIS
September 19, 1979

Pre-Test, Disabled Readers Discussion, Self-Test of Work Analysis Knowledge Activity, Word Identification Objectives, Assignment.

Lesson Two - APPLICATION OF WORD IDENTIFICATION OBJECTIVES
September 25, 1979

Review of Word Identification Objectives, Procedure of BCC Formula, Day Out-Day In Simulation Activity, Assignment.

Lesson Three - EVALUATION
October 3, 1979

Textbook Inventory, Textbook Survey, Fry Readability Activity, Graded Word Test, Assignment.

Lesson Four - DIAGNOSIS AND EVALUATION
October 17, 1979

Cloze Test Procedures and Preparation, Activity, Assignment.

Lesson Five - VOCABULARY
October 31, 1979

Vocabulary Objectives, Process for Developing Four Vocabularies, Most Common Affixes, Activity, Assignment.

Lesson Six - VOCABULARY REVISITED
November 11, 1979

Techniques for Developing Vocabulary, Vocabulary Overview, Structured Overview, Study Sheet Activity, Assignment.

Lesson Seven - COMPREHENSION OF MAIN IDEA, SUPPORTING DETAILS AND INFERRED MAIN IDEA
November 28, 1979

CB Simulation Activity, Comprehension Objectives, Five Steps for Teaching Main Idea Activity, Assignment.

Lesson Eight - GUIDED READING PROCEDURES
January 2, 1980

Review Comprehension Objectives, GRP With Mapping Activity, Outline Form, Assignment.

Lesson Nine - COMPLICATED SENTENCE, PUNCTUATION, SEQUENCE
January 16, 1980

Review Comprehension Objectives - Unraveling Complicated Sentences, Activity, Subject and Verb Activity, Punctuation, Sequence Activity, Assignment.

Lesson Ten - CONNECTIVE WORDS, CAUSE AND EFFECT
January 30, 1980

Review Comprehension Objectives, Connective Words, Cause and Effect Meaning, Cause and Effect Activity Using Textbook, Film, and Newspaper, Assignment.

Lesson Eleven - CRITICAL AND INTERPRETIVE READING
February 13, 1980

Critical and Interpretive Reading Objectives, Film and Study Guide Activity, Green Hollow Dam Simulation Activity, Assignment.

Lesson Twelve - CRITICAL AND INTERPRETIVE READING
February 27, 1980

Review Objectives, Study Guide for Film Activity, Magazine Ad Evaluation Activity, Assignment.

Lesson Thirteen - READING STUDY SKILLS
March 5, 1980

Reading Study Skills Objectives, Study Guide Information, Activity, Assignment.

Lesson Fourteen - READY STUDY SKILLS
March 12, 1980

Review Objectives, Graphs, Charts, and Tables Information, Activity, Assignment.

Lesson Fifteen - READING STUDY SKILLS
March 19, 1980

Following Directions Activity, Final Evaluation, Post-Test, Assignment.

DISSEMINATION:

Under the direction of the Utah State Adult Education Unit the project and staff participants of the Weber Adult High School, with the assistance of the project consultants will conduct two regional orientation/dissemination workshops. These workshops will be made available to adult education teachers and administrators of all Utah school districts.

CHAPTER ONE

PROGRAM

Material used in the workshop instruction is from the copyrighted book, "Content the Goal; Reading the Vehicle," by Karen Jacobsen Nielsen and Mary Langer Smith.

Published by: Metra
480 West 100 South
Provo, Utah 84601

LESSON ONE

Introduction of Word Analysis

September 19, 1979

Pre-Test of Teachers' Knowledge of
Teaching Reading Skills

Disabled Readers

Break

Self-Test of Word Analysis Knowledge

Word Identification Objectives

Assignments

A pre-test of teachers' perceived knowledge of teaching reading skills was administered. The test response may be found in Chapter Two: Evaluation of the Program.

Lesson One

Name________________________________

PRE-TEST OF TEACHERS' KNOWLEDGE OF TEACHING READING SKILLS

On a continum of one to five, assess your competency in teaching the following reading skills.

One (1) represents high level of competency.
Five (5) represents low level of competency.

1. Using generalizations governing sounds. 1 2 3 4 5

2. Identifying and using structural analysis. 1 2 3 4 5

3. Using syllabication and accent in identifying new words 1 2 3 4 5

4. Identifying and comprehending compound words. 1 2 3 4 5

5. Using context clues. 1 2 3 4 5

6. Evaluating content in terms of purpose. 1 2 3 4 5

7. Judging reliability of information. 1 2 3 4 5

8. Differentiating between fact and opinion. 1 2 3 4 5

9. Identifying unsupported generalizations and recognizing exaggerations. 1 2 3 4 5

10. Drawing conclusions and making inferences. 1 2 3 4 5

11. Anticipating events. 1 2 3 4 5

12. Relating what is read to self. 1 2 3 4 5

13. Differentiating reading purposes. 1 2 3 4 5

14. Following written directions 1 2 3 4 5

15. Using the parts of a book. 1 2 3 4 5

16. Summarizing ideas. 1 2 3 4 5

17. Using note-taking techniques. 1 2 3 4 5

Copyright

Lesson One

18. Organizing material through outlining. 1 2 3 4 5

19. Reading graphic material 1 2 3 4 5

20. Using the dictionary effectively. 1 2 3 4 5

21. Using graphic materials and picture clues to arrive at the meanings of words. 1 2 3 4 5

22. Derive the meanings of words and symbols from changes in word structure. 1 2 3 4 5

23. Recognize and derive meaning from changes in word structure. 1 2 3 4 5

24. Understand and select appropriate synonyms and antonyms for given words. 1 2 3 4 5

25. Incorporate precise and technical language into the total vocabulary. 1 2 3 4 5

26. Derive accurate pronunciation and appropriate meanings of words and symbols from dictionary and glossary. 1 2 3 4 5

27. Identify and use multiple meanings of words. 1 2 3 4 5

28. Identify and use multiple symbols with a single meaning. 1 2 3 4 5

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DISABLED READERS

Within your classroom you will be concerned with two types of poor readers: (1) the deficient reader who has inadequate skills. This student is usually "average" or often "above average" in ability, but because he lacks appropriate reading skills is unable to handle what he reads. This pupil can be helped by instruction in the reading skills of vocabulary, comprehension, critical reading, and reading study in your content area, and (2) the disabled reader who lacks basic reading competence and who finds the tasks of reading and comprehending the material of the text nearly impossible. This student is often an aural learner who processes more information from hearing it. This person can be assisted by being provided with text materials on a lower reading level, adjusting classroom assignments to his ability, and establishing realistic expectancy levels.

Consistent, careful guidance in the reading related to your subject will help both types of students, as well as all of the students in your classes. The deficient reader, however, needs additional help from the reading specialist.

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WORD IDENTIFICATION

As teachers of the content subjects, the first concern is not to be a "teacher of reading", but to teach the concepts and skills of the subject. However, it is essential that the teachers be acquainted with basic word analysis skills in order for them to assist students as the need arises.

The purpose of this activity is to re-acquaint teachers with some important basic concepts of word analysis. As teachers read through the information, they will be amazed at how much has been "internalized". They may have long since forgotten the rules which govern word attack because as these skills are used, they have become as automatic as driving the car to school each day.

The following "Self-Test of Word Identification Knowledge" was given to the participants. The test was then used as a study guide to lead a discussion and review of basic word identification skills.

Copyright

SELF - TEST OF WORD IDENTIFICATION KNOWLEDGE

1. Name five vowels.

2. What is a consonant?

3. When the consonants gh follow the letter i in a word, the sound of the vowel is __________. (long or short)

4. What is the sound of o when followed by the letters ld __________? (long-short)

5. Circle one word in each row which contains a short vowel sound.

rat	bar	bake
eat	bend	bear
fir	igloo	wild
open	bore	top
bump	cube	burn

The sentence "Sad Reb is not up" contains the sounds of all the short vowels.

6. Circle one word in each row which contains a long vowel sound.

ache	fare	bandana
petulant	peel	pear
bikini	ice	birch
bottle	book	voltage
usury	slurp	button

7. The sound of the letter g in the word gypsy is __________. (soft-hard)

8. The sound of the letter g in the word gate is __________. (soft-hard)

9. The sound of the letter c in the word cancan is __________. (soft-hard)

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10. The sound of the letter c in the word century is _________.
(hard-soft)

11. The letter x makes three different sounds. Can you give words which are examples of at least two of these sounds?

12. When vowels occur in certain combinations and they combine to form a single new sound, they are called diphthongs. Often the vowel is combined with w , u or y . Can you identify the words which contain a diphthong in the following group of words?

haul	coin	boy	mouse
saw	see	read	road

13. Students use which of the following to figure out new words? You may choose one, two or more.

- * context
- * phonics
- * usage
- * structure
- * syllabication

14. What is the rule for a short word which ends in es ? Give an example.

15. Can you write the generalization (rule) used to explain the vowel sound in words such as road, beat ?

16. The vowel combination oo has the _________ sound in the
(long-short)
word book, and the _________ sound in the word brood.
(long-short)

17. Syllables are either open - long vowel sound, or closed - short vowel sound.

The _____________ syllable ends in a consonant.
(open-closed)
The _____________ syllable ends in a vowel.
(open-closed)

Copyright

18. Divide the following words into syllables. Explain why you divided the word as you did.

gnopping

roxot

engaluping

rimble

potim

pnem

bophin

19. Change the following nonsense words to form plurals.

noats

pesh

riss

rox

fuz

sunch

soty

sanggy

sunch

bife

Copyright

WORD IDENTIFICATION OBJECTIVES

1. Recognize Sounds
   Ability to use generalizations governing sounds.

2. Apply Structural Analysis
   Identify and use structural elements such as roots, prefixes, suffixes, derived forms, inflectional endings in attacking new words.

3. Use Syllabication
   Ability to use syllabication in identifying new words.

4. Identify Compound Words
   Ability to identify and comprehend compound words.

5. Apply Context Clues
   Ability to use context to identify unknown words.

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ASSIGNMENT

* Read and become familiar with the Word Identification Skills material provided in this session.
* Keep a tally record as you help students with the Word Identification Skills listed in the objectives.
* Journal (See below)

TEACHER JOURNAL ASSIGNMENT

* Description of application of reading skills in classrooms using the assigned texts for those classes. Use lesson plan helps and form provided.
* Anecdotal record of experiences arising from teaching reading in classroom.
* Subjective evaluation of application of the reading skills. Bonuses arising from application of the reading skills - students did better on tests, organized materials, etc.
* Subjective evaluation of personal growth in teaching reading skills.
* Objective evaluation of the sessions.
* List any professional reading you have done in connection with the workshop.

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JOURNAL FORM

Name____

Workshop Lesson Topic:____

____

Description of application of reading skills:

Evaluation of reading skills application.
Behaviors I observed.

Skills I tested and results:

Personal growth in teaching reading:

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LESSON TWO

Application of Word Identification Objectives

September 26, 1979

Share and Tell

Break

Review of Word Identification Objectives in Lesson One

Procedure for BCCC Formula

Day Out - Day In Activity

Lesson Plan Format

Assignment

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PROCEDURE FOR BCCC FORMULA

FORMULA:

B	Beginning sound of first letter(s).
C	Context - Read as far as needed to figure out the word.
C	Construction - Divide the word into its parts.
C	Check - Use dictionary or glossary.

Example to explain the formula:

B	Beginning Sound	A consonant cluster must be sounded together.
C	Context	Context is the only way to determine if the word is object' or ob'ject.
C	Construction	Transportable trans/ port/ able (Teach roots and affixes to assist in identification).
C	Check	Use reference materials.

Procedure: Select a paragraph or selection which you wish the student to read. Underline selected words to be identified and defined according to context. Have the student do the following:

* Look at the underlined word(s). If it is not familiar, use the B in the formula.

* If the sound doesn't help, try the first C.

* Look back at the word. Did the way it was used in the sentence help decide what it was? If not, try the next C.

* If the beginning sound and context did not help, did the construction give any clues? If not, consult the dictionary or glossary.

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- Sound out the beginning letter(s).
- Read the sentence for clues to the word. Context clues are the most important single aid for readers if they do not recognize a word at sight. Tell students to read to the end of the sentence or paragraph to see if they are able to identify the word. With attention focused on meaning from context, they will often discover what the word is.
- Divide the word into parts. Look for prefixes and suffixes. Identify the root word. Try to sound out the word by syllables.
- As a last resort, check the dictionary or glossary.

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Lesson Two

Directions: Use the BCCC formula to help unlock the meanings of the underlined words in the following poem. Write your translation down so that it may be shared with the rest of the class.

DAY OUT - DAY IN

The dorkey was doogaling along
then stopped to sit and shulop his song.
Next came the bladdy bear
who turned to the dorkey with a stare.
His fur was glistening gladsey in the sun.
He was glcoping grite before the day was done.
The fluek flup flew high to his nest
and prepared now to take his rest.
The crockrock swimming in the swilmp
took a tyste of a slimmy shuttlewamp.
The forest became narsk with the night.
All wamwels tucked neatly out of sight.
But soon the rising of the sun brought
midlugs with their swishswash gomblas
And stopped all wamwels having fun.

Claudia Gustaveson
1953 - 1979

Copyright

ASSIGNMENT

- Make a BCCC Chart for your classroom.

- Reproduce activities that you prepared for your students to use BCCC or other word identification skills.

  Use the lesson plan format. A blank form has been provided as a sample. All lesson activities used in the workshop are to be prepared using this form.

  Be sure to make enough copies for everyone including the leader.

- Journal. The format for this was given in the assignment for Lesson One.

Copyright

LESSON PLAN FORM

Name____________________________________

Lesson Title:

Lesson Objective:

Reading skill objective:

To achieve the reading objective the teacher/student will:

To achieve the lesson objective the teacher/student will:

Evaluation

Achievement of reading skill will be evaluated by:

Achievement of lesson objective will be evaluated by:

Copyright

LESSON PLANS OF WORKSHOP PARTICIPANTS

JOURNAL FORM

Name Teacher B

Workshop Lesson Topic: BCCC

Description of application of reading skills:

Used BCCC Method in teaching kids to read dialogue in Eugene O'Neill's play, "The Hairy Ape." The students worked off a worksheet I prepared (see copy).

Evaluation of reading skills application:

Behaviors I observed:

We had fun--big laughs. All participated. Got comedy into a Magic package. I think they are looking close at individual words. Reading was fun.

Skills I tested and results:

Personal growth in teaching reading:

DIALECT MEANING

Reading and understanding dialect means that we must not overlook the meaning of any word. We can clue in on the meaning of the word by doing the following:

1. Look at the beginning letter of the word. Use the sound as a clue. Think of a word starting with the same sound. Here are some sample sentences we will be reading in the play, "The Hairy Ape" by Eugene O'Neill. You can break the meaning of the following words by using the first letter.

	Write the words in standard spelling
A. I got ya de foist time.	A. ______________________
B. Hello, kiddo. How's every little ting?	B. ______________________
C. ... it was a real skoit.	C. ______________________
D. I tought I was in a cage at the zoo.	D. ______________________
E. T'hell wit de starvin' family	E. ______________________
F. Tink yuh own de oith?	F. ______________________
G. Arskin	G. ______________________
H. Or else de bot' jumped on me	H. ______________________
I. I'll drive yer teet' down yer troat	I. ______________________

2. Look to see how the word is used in the sentence. Read as far as needed to figure out the word. Sometimes a word changes meaning depending on how it is used. Try to figure out the 3 different meanings of the following words:

Voices: Yuh're yellow, dat's what!
Righto!
A man's job!
Talk is cheap, Long.
He never could hold up his end!
Divil take him.

Paddy: Twas love at first sight, divil a doubt of it. If you'd seen the endearin' look on her pale mug . . .

Yank: Say, what yuh trying to do, kid me, yah old Harp?

Paddy: Divil a bit! Ain't I wishing myself you'd brained her.

Lesson Two

Decide by using context clues (that means the way the word is being used) the meaning of the following words:

Voices: Sshh! Nix! ____________________
Can de noise! ____________________
Piano! ____________________
You'll have the guard
down on us ____________________

Here are some other words which you must use context clues to decide the meanings:

Yank: And den when I came to and seen it was a real skoit and seen de way she was staring at me. . . .

What is the one clue word in the quote above that tells you that "skoit" means girl?

How do you use the clue word to get the meaning of "skoit"?

Here's another:

Paddy: Twas love at first sight, divil a doubt of it. If you'd seen the endearin' look on her pale mug when she shriveled away with her hands over her eyes to shut out the sight of him.

Underline the clue word that tells you that "mug" means face.

What other two words support the first clue word? ______________, ________________.

How do you get from the 3 clue words to the meaning of the word "mug" as face?

And lastly, one more problem in context

Yank: Hello kiddo. How's every little ting? Got anything on for tonight? I knew an old boiler down on the docks we can crawl into... Holy smokes, what a mug! Go hide yuhself before de horses shy at yuh. Gee, pipe de heine on dat one. Say youse, yuh look like de stoin of a ferry boat.

What does "pipe de heine" mean?

How did you get an answer?

LESSON PLAN FORM

Name Teacher C

Lesson Title: Word Identification and Definition

Lesson Objective: Student will become familiar and skilled in the use of the BCCC Chart and its strategies to define troublesome words.

Reading skill objective:

By using the BCCC strategy the student will learn the meanings of unknown words.

To achieve the reading objective the teacher/student will:

1. The teacher will approve reading material and monitor students' reading.
2. Students will read and identify and list problem words and apply BCCC Formula.
3. Teacher will monitor until student has mastered definitions.

To achieve the lesson objective the teacher/student will:

1. Teacher will make BCCC Chart.
2. Teacher will explain and demonstrate the concepts and procedures of the BCC Chart.
3. Student will practice applying the chart concepts while the teacher monitors. This will continue until the student understands the concepts of the formula and the procedures.
4. The student will then be given a book size BCCC Chart to be used as a ready reference and book marker until he has internalized and mastered the strategy.

Evaluation

Achievement of reading skill will be evaluated by:

1. Student will test his skill by orally defining the troublesome words both in and out of context.
2. Student will use words of double meaning in both context and discuss the differences.

Achievement of lesson objectives will be evaluated by:

1. Teacher will observe student's skill in applying the BCCC strategies.
2. Student will demonstrate his skill to apply the strategy in correct procedure without reference to the chart.

LESSON PLAN FORM

Name Teacher D

Lesson Title: Idiomatic Expressions - "Get on" - "Get off"

Lesson Objective: After discussion - presentation of usage of idioms, the student will be able to use the expression in conversation and written material.

Reading skill objective: To understand idiomatic vocabulary in conversation, writing, and reading material. This will be accomplished through visual association and dramatic presentation. This then will be followed by usage of the word in various contexts and checking the dictionary of their native or principle language.

To achieve the reading objective the teacher/student will:

1. Be able to answer oral and written questions concerning the expression.
2. Be able to identify the meaning or meaning for the idiom.
3. Be able to use "get on" and "get off" in oral sentences with correct verb tense form.

To achieve the lesson objective the teacher/student will:

Teacher:

1. Will present idioms, visually, dramatically and in context.
2. Will direct questioning and discussion.
3. Provide study worksheet.

Student:

1. Will orally give examples of usage in various verb tense forms.
2. Will answer questions directed by the teacher and other students.
3. Complete worksheet.

Evaluation:

Achievement of reading skill will be evaluated by:

1. Results of class discussion.
2. Oral/written test.

Achievement of lesson objective will be evaluated by:

1. Observation of expression usage in class.

LESSON PLAN FORM

Name Teacher E

Lesson Title: Evaluation of Mark's phonic rules skills.

Lesson Objective: To go through generalizations and determine the ones he knows and doesn't know.

Reading skill objective: To have a list of areas which still need to be taught.

To achieve the reading objective the teacher/student will:

Present stimuli (attached) and identify problem areas by saying, "What sound is this?", where applicable, "Do you know a rule about this word?"

To achieve the lesson objective the teacher/student will:

Know his areas to learn.

Together we plan a program to correct any problem.

Evaluation:

Achievement of reading skill will be evaluated by:

Not applicable since only activity was testing.

Achievement of lesson objective will be evaluated by:

LESSON PLAN FORM

Name Teacher F

Lesson Title: Following directions.

Lesson Objective: To help the student develop skills in reading and following written directions.

Reading skill objective: To help the student use the BCCC method to identify the meaning of new vocabulary words he encounters in the reading assignment.

To achieve the reading objective the teacher/student will:

1. Teacher: Discuss BCCC Formula with students.
2. Student: Write vocabulary word or words that they are having difficulty with and apply the BCCC Formula.

To achieve the lesson objective the teacher/student will:

1. Teacher: Discuss the importance of following directions.
2. Teacher: Work through the first set of instructions orally with the group.
3. Student will work individually on the reading assignment.

Evaluation:

Achievement of reading skill will be evaluated by:

Individually discussing the vocabulary word or words that each student had on his sheet.

Achievement of lesson objective will be evaluated by:

The student will demonstrate his ability to understand written directions by answering correctly the questions at the end of the unit.

LESSON PLAN FORM

Name Teacher G

Lesson Title: Artificial Intelligence

Lesson Objective: To understand a list of words to be used in a video presentation, "NOVA," on Artificial Intelligence.

Reading skill objective: To read and define the list and to show both orally and in written answers understanding of these words.

To achieve the reading objective the teacher/student will:

BCCC method will be described and offered as a tool to define the words.

To achieve the lesson objective the teacher/student will: Define:

Individualized
Standardized
Computerized
Manned
Unmanned
Monotonous
Specialized

Deferring
Accepting
Mobility
Stability
Calculate
Duplicate
Artificial Intelligence

Evaluation:

Achievement of reading skill will be evaluated by:

Oral reading and discussion of using BCCC method to define the words.

Achievement of lesson objective will be evaluated by:

Evaluation of assignments handed in.

Individualized	- One - Unique - Stand alone
Standardized	- Normal - Commonplace - Level of quality or competency - Level of behavior
Computerized	- Facts - Statistics - Numbers
Manned	- Man involved
Unmanned	- Un = not, so not man involved.
Monotonous	- Monotone - One level - Sameness
Specialized	- Special - For a special purpose
Deferring	- Not taking - Putting off
Accepting	- Taking
Mobility	- Mobile - Movement
Stability	- Stable - Not moving
Calculate	- Calculator - Figure out problems of math
Duplicate	- Du - meaning more than one - Dupli - more than one - To copy
Artificial Intelligence	- Art means reproduction - Not real if its a reproduction

LESSON PLAN FORM

Name Teacher H

Lesson Title: Long and Short Vowels

Lesson Objective: To teach students to mark and sound long and short vowels using simplified rules.

Reading skill objective:
To be able to read unfamiliar words.

To achieve the reading objective the teacher/student will:

Have the class respond in reading each word as:

a cat

To achieve the lesson objective the teacher/student will:

Start with the A sound and stay with that only until the students are competent before doing the same with other vowels.

Evaluation:

Achievement of reading skill will be evaluated by:

Having the students read lists of unfamiliar words.

Achievement of lesson objective will be evaluated by:

Having each student go through the list and name the rule involved or place "x" after the word if it follows none of the four rules and then pronouncing the sound and then the word.

LESSON THREE

Evaluation

October 3, 1979

Share and Tell

Break

Textbook Inventory

Textbook Survey

Fry Readability Activity

Graded Word List

Assignment

DIAGNOSIS AND EVALUATION

Teachers must make a series of decisions if they are to be effective in helping learners make desired changes. In order to determine the goals of instruction, evaluation must play an important role in providing students knowledge, the level at which they are working, ability to deal with subject matter, and evidence of completion.

Diagnosis of reading skills is achieved through using informal assessments and inventories, as well as teacher observation. Diagnostic procedures reveal the abilities and limitations of the reading skills of a class, group, or an individual.

Through diagnosis the teacher can determine if instruction must be adjusted to meet the needs of a single student or a total class. Further, it helps the teacher identify students who require special assistance.

Testing should begin with an informal inventory based on passages from the class text. This type of informal testing can then identify students who have difficulty with assigned materials. Group, rather than individual, tests should be used in the interest of time. Teachers should also observe students and note signs of stress or poor reading habits.

Tests presented in these two sessions include textbook inventories, reading skills tests, cloze tests, and pre-assessments. Other evaluation techniques involve analysis of work samples, teacher observation, and the use of readability formulas.

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INVENTORY TO ASSESS ABILITY TO USE A TEXTBOOK

In constructing an inventory to assess ability to use a textbook, questions from each of the major areas should be included.

EXAMPLES OF QUESTIONS AREAS

STUDY SKILLS

- Parts of the book
- Maps - graphs - diagrams
- Skimming for information
- Outlining or summarizing

VOCABULARY

- Language of symbols
- Precise and technical terms
- Roots, prefixes, and suffixes
- Words of direction
- Connective and function words

COMPREHENSION

- Main ideas
- Supporting details
- Topics and subtopics
- Cause and effect
- Comparison - contrast

CRITICAL READING

- Author's qualifications
- Author's purpose
- Drawing conclusions
- Discerning fact or opinion

Copyright ___ ___

- * List the steps to the _________ outlined on page ___________.
- * Compare the illustrations on page __________ and _________.

How are they alike	How are they different

- * What section of the book would you use to find the pages for _______________? List them.
- * In chapter, page _______, list the details of (principle or process).
- * Why does _______________________________?
- * What is_________________________________?

Copyright

TEXTBOOK SURVEY

OBJECTIVES:

* To introduce the textbook.
* To determine if students need instruction in its use.

DIRECTIONS:

Working alone

* Answer the following questions as quickly as you can.
* Use short answers.
* Use your textbook.

---

1. Look carefully at the cover and spine of your text. Now place it in your lap.
   * What is the title?
   * Who is the author?
   * Did you notice the name of the publisher? If so... who is it?
   * What color is it?
   * What else did you notice?

2. Now open the book and answer the following:
   * What is the copyright date?
   * Based on this date, do you think it will have the latest information?
   * Look at the table of contents. What can you tell about the book from this?
   * Name three major topics we will study.
   * Where will you find a list of __________________?
   * Turn to page _______. Write the main idea of the illustration shown.
   * The word ____________ is used on page _________. What is its meaning as used here?
   * Define ____________________. It will be used in this text. Can you find the author's use of this word in your book?
   * What do you thing Figure _________, page _________represents?

Copyright

INTERPRETING GRAPHIC MATERIAL

OBJECTIVE: To determine students' ability to obtain information from graphic materials.

DIRECTIONS TO THE TEACHER:

* Find a figure using a diagram, graph, or chart in your textbook.
* Construct a series of questions to help students see and understand the relationships between the reading and the graphic representation.
* In the follow-up, point out the amount of information which may be obtained from such material, shortening written explanation.

DIRECTIONS TO STUDENTS:

* On page ______ Figure _________ in the text is used to help clarify your reading.

* Using this ____________, answer the following:

1. What does the _______________ tell you?

2. According to the information on page ______, how does the graph explain ___________________?

3. Do you agree with the ___________________?

4. Does the _______________ simplify information? How?

Copyright

Lesson Three

Pre-assessment of Map Reading Ability

Reading skill: Vocabulary

Subject: Geography

Objective: To determine student knowledge of the vocabulary and concepts necessary to read maps.

Teacher directions: Prepare a list of terms necessary to read the maps which will be included in the unit of study. Develop a worksheet such as the one which follows.

Student directions: The following words are necessary to read and understand the maps used in geography. This is an assessment to find out how many of these terms you know. This paper will not be graded. Match the vocabulary words in the left hand column with the correct definition listed on the right. Place the number of the definition in the blank by the word.

Vocabulary

Atlas ______

Globe ______

Legend ______

Latitude ______

Scale ______

Longitude ______

1. Dividing the earth into large bodies of land.
2. Used to determine distances on a map.
3. Divided projected map keeping proportions.
4. Map showing altitudes of the land.
5. Used to measure distance north or south of equator.

Copyright

Mercator ______

Time Belts ______

Equator ______

Parallels ______

Equal Area Map ______

Plar Projection ______

Physical Map ______

Political Map ______

Hemisphere ______

Continents ______

Axis ______

North ______

6. Imaginary line through the earth on which it rotates.
7. The only true map of the world.
8. Is always at the top of the map.
9. A map divided into countries.
10. Flat map projection.
11. Regulates time around the world.
12. A collection of maps.
13. Lines used to divide the earth into sections.
14. Also called the air-age map.
15. Measurement east and west around the earth.
16. Keys used togive meaning to map symbols.
17. Line used to divide the earth in half, north and south.
18. Large land masses, north east, south east.

Pre-assessment of

Reading skill: Sequence of events.

Subject: History

Objective: To determine student knowledge of sequence of events.

Copyright

Teacher directions: Prepare a work sheet similar to the following, incorporating information to be assessed.

Student directions: Rewrite the following incidents in American History in the correct sequence in the spaces provided. Start with the earliest date and end with the latest.

Civil War

Gold Rush to California

Constitution drafted

Spanish-American War

Revolutionary War

Mormons settle Great Salt Lake

War of 1812

Joining of the Railroads at Promontory, Utah

1.

2.

3.

4.

5.

6.

7.

8.

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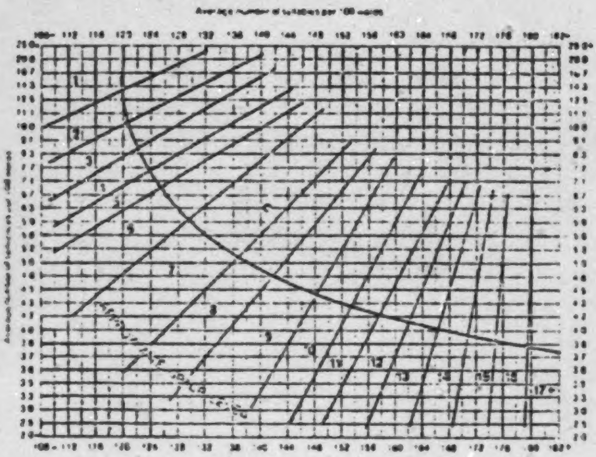
THE FRY READABILITY GRAPH[2]

GRAPH FOR ESTIMATING READABILITY – EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe, IRA, 1945,* and *&* are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and *&* is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

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[2] Edward Fry, "Fry's Readability Graph: Clarifications, Validity, and Extension to Level 17," *Journal of Reading*, 21 (December, 1977), p. 249.

Lesson Three

THE GRADE WORD LIST
(Oral Reading Test)

Directions:

1. Type out each list of ten words on an index card.

2. Begin with a card that is at least two years below the student's grade level assignment.

3. Ask the student to read the words aloud to you. If he misreads any of the list, drop to easier lists until he makes no errors. This indicates the base level.

4. Write down incorrect responses, or use diacritical marks on your own copy of the test. For example, lonely might be read and recorded as lovely.

5. Encourage the student to read the words he does not know so that you can identify the techniques he uses for word identification.

6. Have the student read until he misses at least 3 words.

P.P..	P.	1.	2.	3.
we	yes	show	hide	baseball
no	hello	has	place	team
not	are	man	trick	certain
said	girl	kitten	today	apartment
can	was	spring	everything	ship
see	your	of	useful	exclaimed
ride	on	when	face	groups
now	saw	night	quickly	none
fun	so	move	believe	shoulder
work	day	hill	ahead	captured

4.	5.	6.	7.	8.
shine	admission	operation	admiration	initiative
citizen	advice	sire	burden	electronic
popular	combination	traditionally	carcass	disqualify
explore	expose	resistance	corrugated	delinquent
swing	fresh	chanting	disguise	cautious
replace	gravity	considerable	emancipate	assault
encounter	narrate	commercial	muffle	binoculars
sense	schedule	magnificent	magnetize	extinguish
valuable	tournament	hinder	penicillin	vacuum
determined	wizard	distinctive	uninhabited	survive

The Grade Word List - cont.

9.	10.	11.	12.
condescending	zany	tangible	obviate
fabricate	whorl	oblique	paucity
grandeur	vicinity	physiognomy	succulent
hysterical	speculative	monstrosity	aspersion
imply	requisite	ingenious	salient
instinct	prime	immensity	adroit
membrane	nauseate	dominant	nocturnal
persist	intricate	analysis	extraneous
pivot	diversion	augment	idiosyncrasy
ritual	cache	prodigality	docile

Analysis:

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

2. An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

Error	Example
reversal	ton for not
consonant	now for how
consonant clusters	state for straight
short vowel	cane for can
long vowel	wid for wide
prefix	inproved for improved
suffix	improve for improved

3. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression and voice quality may signal restlessness, lack of assurance or frustration while reading.

M. LaPray and R. Ross, "The Grade Word List: A Quick Guage of Reading Ability." Journal of Reading 12 (January 1969), pp. 305-7.

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher I

Lesson Title: Sewing Machine Pre-Assessment

Lesson Objective: To determine student knowledge of the vocabulary used to identify parts of the sewing machine prior to threading the machine.

Reading skill objective: To be able to:

1. Identify words that are used when reading about sewing machines.
2. Follow directions on quiz sheets.

To achieve the reading objective the teacher/student will:

Prepare a list of terms necessary to know when a sewing machine is threaded, and draw a machine head listing, the parts that should be known from prior discussion.

To achieve the lesson objective the teacher/student will:

Match the vocabulary words in one column with the parts drawn on the machine head by drawing a line from the word to the part on the drawing.

Evaluation:

Achievement of reading skill will be evaluated by:

Checking the papers turned in by the students to see if the lesson was followed as directed.

Achievement of lesson objective will be evaluated by:

The papers will be graded as to the correct number each student was able to identify.

Lesson Three

Pre-assessment of Sewing Machine Knowledge

Reading skill: Vocabulary

Subject: Clothing

Objective: To determine student knowledge of the vocabulary needed to use an electric sewing machine.

Teacher directions: Prepare a list of terms necessary to know how an electric sewing machine is threaded, prior to sewing on fabric. Develop a worksheet for student use.

__Student directions__: The following words are necessary to know the parts of a sewing machine so the machine can be threaded correctly. This is an assessment to find out how many of these terms you know. This paper will not be graded.

Match the vocabulary word in the left hand column with the correct location on the drawing of the machine head.

Seam width indicators

Take-up lever

Bobbin winder spindle

Handwheel

Stitch length regulator

Light switch

Pattern selector

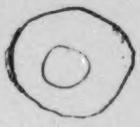
Thread tension slot

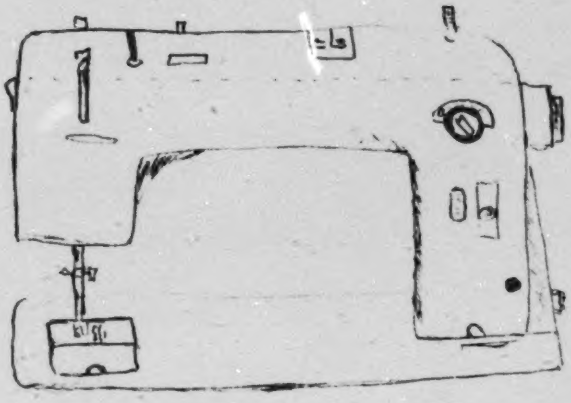
Thread guide

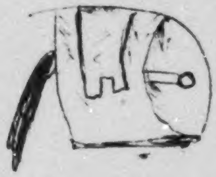
Feed dog

Bobbin

Bobbin case







EVALUATION RECORD

Figure_______

Period 1 p.m.

Informal Classroom Inventory

Required Proficiency +

Needs Improvement -

Students Name	Understood Evaluation	Reading Adjustment	Understood machine layout	Knew correct location of machine parts	Could thread machine without help	Understood vocabulary			
Student 1.	+	-	-	-	-	-			
Student 2.	+	-	-	-	-	-			
Student 3.	+	+	-	-	-	-			
Student 4.	+	+	-	-	-	-			
Student 5.	+	-	-	-	-	-			

LESSON PLAN FORM

Name Teacher D

Lesson Title: Evaluation of Seasons, Months, Days

Lesson Objective: To evaluate students on pronunciation, listening comprehension, writing and word recognition.

Reading skill objective:

To achieve the reading objective the teacher/student will:

To achieve the lesson objective the teacher/student will:

Evaluation:

Achievement of reading skill will be evaluated by:

See learning packet, attachments

Achievement of lesson objective will be evaluated by:

The teacher.

EVALUATION RECORD FOR Lesson Three

Days of the Week, Months, Seasons

Grades

Written	%		
Pronunciation	NI/P	NI	- Needs Improvement
Listening	NI/P	P	- Proficient

Name	January	February	March	April	May	June	July	August	September	October	November	December	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Spring	Summer	Autumn	Winter	Grade
Student 1.	P	P	NI	NI	P	P	P	P	P	P	P	P	P	P	NI	P	NI	P	P	P	P	P	P	87%
Student 2.	P	P	P	P	P	NI	NI	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	95%
Student 3.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	100%
Student 4.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	NI	P	NI	P	P	P	P	P	P	80%
Student 5.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	NI	P	NI	P	P	P	P	P	P	95%
Student 6.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	NI	P	NI	P	P	P	P	P	P	95%
Student 7.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	NI	P	NI	P	P	P	P	P	P	96%
Student 8.																								

EVALUATION RECORD FOR Lesson Three

Days of the Week, Months and Seasons

Grades: % Written NI/P Pronunciation NI/P or % Listening

NI - Needs Improvement
P - Proficient, 85% or over

Student's Name	Can pronounce days of week, months, seasons	Can write days, months, seasons	Can recognize words, days, months, season weather	Can answer questions orally (listening comp.)	Can ask questions about days, months, seasons, weather	Can respond to questions in writing	Can read a calendar
Student 1.	P	90	100	94%	x	90	88
Student 2.	P	85	100	94%	x	85	80
Student 3.	P	95	100	100%	x	95	100
Student 4.	P	80	100	100%	x	80	80
Student 5.	P	90	100	94%	x	90	92
Student 6.	P	90	100	89%	x	90	91
Student 7.	P	95	100	94%	x	95	100
Student 8.	P	90	100	84%	x	90	90

EVALUATION TEST Lesson Three

Seasons, Days, Months, Weather

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		Grade
Student 1.	P	P	P	P	P	P	P	P	P	P	P	P	NI	P	P	P	P	P	P	P	P	94%
Student 2.	P	P	P	P	P	P	P	P	P	NI	P	P	P	P	P	P	P	P	P	P	P	94%
Student 3.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	100%
Student 4.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	100%
Student 5.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	NI	P	P	P	P	P	94%
Student 6.	P	P	P	P	P	P	NI	P	P	P	NI	P	P	P	P	P	P	P	P	P	P	89%
Student 7.	P	P	P	P	P	P	P	P	P	P	P	NI	P	P	P	P	P	P	P	P	P	94%
Student 8.	P	P	P	P	P	P	P	P	NI	P	P	P	P	P	NI	P	P	P	P	P	P	89%

TEST

5 points 1. Say today's date.

5 points 2. Say yesterday's date.

24 points 3. Name and write the months of the year.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

8 points 4. Name and write the four seasons.

1.
2.
3.
4.

20 points 5. Describe the typical weather of the four seasons in Utah.

14 points 6. Name and write the days of the week.

31 points 7. Count to thirty-one using the Ordinal Numbers.

107 Total points

Score________________

DIALOGUE

Mary: Hi, Virginia. Listen, I'm going to Salt Lake City this afternoon. Would you like to come with me?

Virginia: I don't know. It's such bad weather, and I'm afraid to drive on slippery roads.

Mary: I'm afraid to go alone. This is why I asked you.

Virginia: How long will it take?

Mary: About two hours.

Virginia: O.K. It looks like the storm has passed. I'll go with you.

Mary: Great! Oh, by the way, wear a heavy coat because the heater in my car is broken, and it is really cold.

ORDINAL NUMBERS

1st	first	
2nd	second	
3rd	third	
4th	fourth	
5th	fifth	number + th
6th	sixth	
7th	seventh	
8th	eighth	
9th	ninth	
10th	tenth	

etc.

It is January 7, 1977.

It is Jan. 7, 1977.

It is the first of January 1977.

It is the 1st of Jan.

It is January 1st.

DATES

JANUARY			CALENDAR			1979
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1 New Yrs.Day
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Write the dates of the darkened squares.

Example: January 2, 1977

1.

2.

3.

4.

Which day is a holiday?

What is the name of the holiday?

What is today's date?

What day was yesterday?

What day is tomorrow?

What days do you go to school?

What days fall on a weekend?

MONTHS

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

DAYS

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday

SEASONS

1. Spring
2. Summer
3. Autumn
4. Winter

DATES, SEASONS, WEATHER

Pre-test: Complete the following accurately:

Oral 1. Give today's date.

Reading 2. Name the months.

Writing 3. Name the days of the week.

4. Name the seasons.

5. Describe the various types of common weather, both good and bad.

6. Write today's date.

Objectives: Student will be able to give the following accurately:

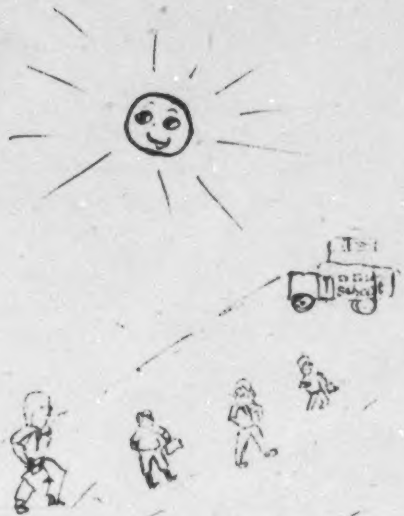
1. Dates (oral and written)
2. Months (oral and written)
3. Seasons
4. Days of week (oral and written)
5. Various common types of weather
6. Cardinal numbers 1 - 31
7. Ordinal numbers 1st - 31st
8. Read a calendar

FALL IN UTAH

Lesson Three

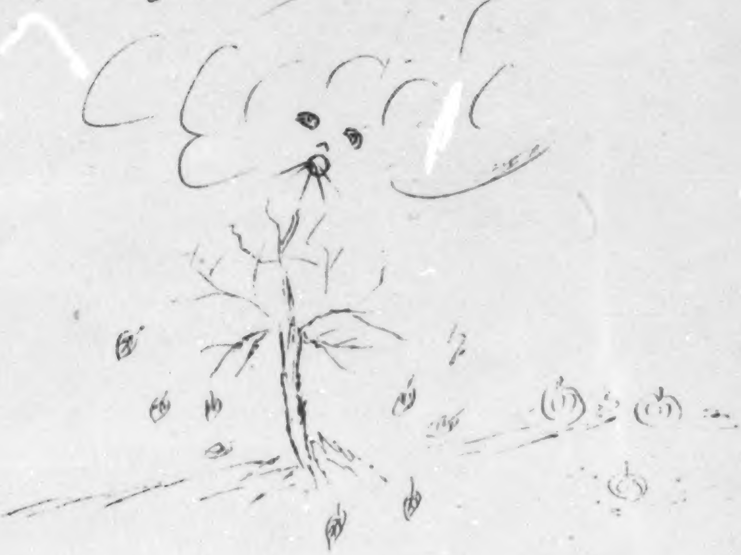
September

There is good weather
It is warm
It is cool



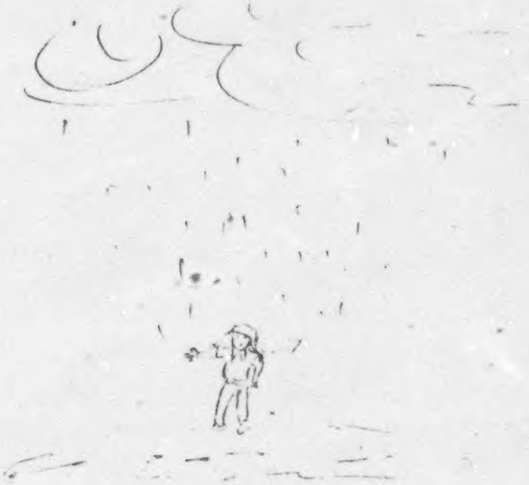
October

There is bad weather
It is stormy
It is cool
It is cold



November

There is bad weather
It is stormy
It is cool
It is cold



WINTER IN UTAH

December

There is good weather
There is bad weather
It is a good snow storm
It is a bad snowstorm
It is cold
There is snow
It is snowing
It snows

January

There is bad weather
It is very cold
It freezes
There is ice
The water freezes
The roads are slippery
The roads are icy

February

There is bad weather
There is good weather
It is cold
It is warm
It is stormy

March

	wind
	strong wind
There is a	cold wind
	cool wind
	warm wind
	wind storm

	a little windy
It is	windy
	very windy

	blowing
It is	blowing hard
	blowing a little

	breeze
There is a	warm breeze
	cool breeze
	cold breeze

It is breezy

April

There is rain
There is a lot of rain
It is rainy
It rains a lot
There are cloudbursts
It is a cloudburst
It is wet

May

There is good weather
The sun shines
There is sunshine
It is sunny
It is warm
There are flowers

SUMMER IN UTAH

Lesson Three

June

July

August

	warm
	hot
It is	too hot
	dry
	very dry

LESSON PLAN FORM

Name Teachers A and E

Lesson Title: Classroom Inventory

Lesson Objective: Check students on itemized areas to see if they understand concepts of each.

Reading skill objective: Identifying and reading words which are translated into Mathematical symbols.

To achieve the reading objective the teacher/student will:

Read six statements and change the word or phrase into correct Math Symbol.

To achieve the lesson objective the teacher/student will:

Supplement those initial word - symbol meanings with additional ones used in the present Math program.

Evaluation:

Achievement of reading skill will be evaluated by: Teacher and student working together until student's knowledge of these symbols encompass all those being used in the present program.

Achievement of lesson objective will be evaluated by:

Periodic checking after additional instruction of these words to symbols.

GROUP II READING ADJUSTMENT Lesson Three

Instructions:

Underline or circle the answer you choose

1. The best method for solving a written problem is to read the problem rapidly to get the important details, try to solve the problem, and reread the problem only if you have trouble solving it.

a. True b. False

2. The material in a mathematics textbook is no more difficult to read and understand than a history or English textbook.

a. True b. False

3. Reading skill is required when a problem is presented using new vocabulary, numbers, and mathematic symbols.

a. True b. False

4. Reading and the study of mathematics (does, does not) focus on the development of specific concepts and principles.

a. Does b. Does not

5. When reading and studying mathematics materials, one should (change, not change) their reading habits, rate of reading, or methods of study.

a. Change b. Not change

GROUP III TRANSLATING WORDS TO SYMBOLS Lesson Three

Instructions

In each of the following statements, change the word or phrase underlined into a mathematics symbol or notation which has the same meaning.

1. The number eighteen is smaller than the number twenty-five.

Answer ________________.

2. The equality of a mathematical statement may not be obvious.

Answer ________________.

3. The product of two and twenty is forty.

Answer ________________.

4. The sum of two numbers is a number that is larger than either of the original numbers.

Answer ________________.

5. We can use a mathematical symbol to indicate one number is equal to or greater than a second number.

Answer ________________.

6. Seventeen less six is eleven.

Answer ________________.

EVALUATION RECORD

Figure ____________

Period ___3___

Required Proficiency ☐

Needs Improvement ☐

INFORMAL CLASSROOM INVENTORY

Student's Name	Restating Written Problems	Reading Adjustment	Translating Words to Symbols	Symbol Meanings	Relationships in Formulae	Understanding Vocabulary			
Student 1.	N	0/5 N	N	N	N	N	High School Graduate		
Student 2.	S	5/5 S	S	S	S	S	High School Graduate		
Student 3.	S	5/5 S	N	S	S-	S			
Student 4.	S	4/5 S	N	S -	N	S			

FROM PILOTS TO PLASTICS Lesson Three

p. 37	100 w.	6 sentences	129 syllables	9
		6.6 G. P.		
p. 268	100 w.	6 sentences	147 syllables	7
		8.9 G.P.		
p. 492	100 w.	5 sentences	150 syllables	4
		9.5 G.P.		

6.6
8.9
9.5
3) 25.0 (83-1/3

I also did a Fry Readability Grade Level on the revised explanation part of the Percentage Packet. This revised material has not yet been incorporated into this packet. Three of our staff are presently evaluating the readability, clearness of meaning, et cetera of this revised part before accepting it for the Percent Packet.

The reading grade level checks out to be high eighth, which is almost the same as the original material in the packet (grade level 9).

FRY READABILITY GRADE LEVEL FOR PERCENTAGE PACKET

Lesson Three

To find the amount of discount or the percent of discount:

Discount problems are similar to percent-of-loss problems. The method of solution is identical. The only difference is the vocabulary that is used in discount problems.

The rate of discount is the percentage of reduction in price.

The product of the discount and the original price is the amount of discount, or simply, the discount.

The difference between the original price and the amount of discount is the net, or sale, price.

Both Method A and Method B are correct. They show different ways of solving the same problem.

151 syllables - 8-7/10 sentences

1. The sign on a store table reads "40% off the original price tag for everything on the table." A candle holder's price tag reads $6.50. By how much will it be reduced?
2. Last year's model car is now offered for $1800. If it originally cost $2300, what is the percent of discount?
3. The store's newspaper ad read "22% off all items in the store." What would that amount to on a sideboard that originally sold for $200?
4. A bankrupt store's stock, worth $15,000, was sold at auction for $3500. What was the percent of discount or loss?

165 syllables - 8-7/8 sentences

Depreciation concerns people owning businesses or working with or using depreciable items. Depreciation means that merchandise loses a part of its value with each year it ages. Tax agencies have worked out ways of knowing how much value is lost by an object for each year it becomes older. Your TV set is not worth as much today as when you bought it one year ago. In figuring income and business taxes, part of the loss of value of business equipment and machinery for each year it becomes older may be charged against profits. After a certain number of years,

152 syllables - 5-6/10 sentences

THREE SECTIONS

Average: (Syllables)

151
165
152

468 ÷ 3 = 156

Average: (Sentences)

8-7/10
8-7/8
5-6/10

22-37/40
22-37/40 ÷ 3 = 8-1/2 (approx.)

READING LEVEL: Ninth

JOURNAL FORM

Name Teacher I

Workshop Lesson Topic:

Description of application of reading skills:

1. The Fry Readability Graph
2. Grade Word List

Evaluation of reading skills application.

Behaviors I observed:

1. I was exposed to the Readability Graph before when I was assigned to a Text Book Selection Committee.
2. This is a good aid in evaluating student's grade level reading skill.

Skills I tested and results:

1. TIME - 15 October, Kissinger, Middle East Maneuvers, 12.3 grade level.
2. The word list is used in some of my intake interviews.

Personal growth in teaching reading:

1. I expected Kissinger's article to be at a higher level than 12.3. The article was summarized for TIME, therefore, it was probably changed enough to meet TIME's reading requirements.
2. I like the grade word list.

FRY READABILITY GRADE LEVEL

Using FRY I analyzed a book of Scripture. The sentences ranged from 2.5 to 4 and syllables 122 to 140. The average was 9th Grade.

A College text on Counterpoint (Music) averaged 2.5 sentences with 156 syllables, equalling 12th grade.

A graduate text on how to do research to write a Masters thesis had 1.8 sentences and 140 syllables. Since this is off the scale of sentences, interpolation gives about 11th grade. (Maybe College texts are not that hard.)

I did not have a class to analize a text.

LESSON PLAN FORM

Name Teacher F

Lesson Title: Play - Being There

Lesson Objective: Interpretation of author's use of metaphors.

Reading skill objective: Find the students' weaknesses and strengths through an informal classroom inventory.

To achieve the reading objective the teacher/student will:

Complete the attached worksheet.

To achieve the lesson objective the teacher/student will:

Discuss the answers to the worksheet.

Evaluation:

Achievement of reading skill will be evaluated by: (Informal) Results of classroom discussion.

Achievement of lesson objective will be evaluated by: Informal evaluation of classroom discussion.

EVALUATION RECORD

Figure ____
Period ____

Required Proficiency ☐
Needs Improvement ☐

INFORMAL CLASSROOM INVENTORY

Student's Name	Vocabulary	Finding Metaphors	Interpretation of Metaphors	Drawing Conclusions	Formulating Opinions				
Student 1.	7/10	x	x	1/2	x				
Student 2.	9/10	x	x	2/2	x				
Student 3.	8/10	x	x	1/2	x				
Student 4.	10/10	x	x	2/2	x				
Student 5.	7/10	x	x	1/12	x				
Student 6.	6/10	x	0	0/2	x				

LESSON PLAN FORM

Name Teacher G

Lesson Title: Bill of Rights

Lesson Objective: To apply the Bill of Rights in life situations and to know when the Bill of Rights applies.

Reading skill objective: To read and analyze situations in three different reading assignments. Pre-test - applying Bill of Rights, picking out situations which come under the Bill of Rights.

To achieve the reading objective the teacher/student will:

Complete three assignments in which the Bill of Rights is a part.

To achieve the lesson objective the teacher/student will:

Present 3 different applications of rights for the students to analyze, and apply the rights and freedoms they are guaranteed.

Evaluation:

Achievement of reading skill will be evaluated by:

The assignments being shown to be understood - these will be written.

Achievement of lesson objective will be evaluated by:

If the students can pick out of a situation areas of rights violations in the presentation, "Enemy of the People."

SYMBOL MEANINGS

To me this would be tested in an assignment in which not all situations were clearly wrong. Students applied their knowledge of their rights.

POST TEST

The Pre-Test was given back for revision.

PROBLEMS

The students who had low spelling and grammar skills tried hard enough to warrant individualized help. Their efforts brought attention. They were interested in applying history to their lives.

AN ENEMY OF THE PEOPLE

Dick Lambert was on his way home. He had just made a speech to a crowd of 200 people in the park. He had asked them to elect him mayor in the election next week.

"I stand for good, honest government and the right of the people to elect their leaders in open elections. Right now, our government is dishonest and threathens our rights."

When he got home, Dick noticed his front door was open. "I thought I had locked that door," Dick said to himself. As he drew closer, he saw why his door was open. Someone had used an ax to force the lock. Inside, Dick found his belongings and papers thrown about. He heard voices in the basement.

"Who's there?" he asked, with some fear. It was the police. They were searching his house. Dick asked them for their warrant, but they laughed.

"Richard Lambert," said the policeman, "you are under arrest by the order of the mayor."

"What's the charge?" Dick asked. "Why am I being arrested?"

"You'll find out later," the officer answered.

Lambert was taken to the station and kept there for a few weeks. He was not informed of the charge against him. He was not allowed to see a lawyer. He was questioned over and over again for long hours. He was threatened. Finally he was brought to trial.

It was very brief. Several people stated that Dick had spoken against the government. Others said that Dick had tried to stir up a riot. A prosecutor waved some papers and said, "Your Honor, these papers are so secret I cannot read them in public. I ask you to look at them in private. You will see that Richard Lambert is guilty of disrespect for the government."

The Judge accepted the papers and went to his chambers. Later that day he returned to the courtroom and announced he had found Dick guilty.

"Richard Lambert, you are an enemy of the people. I sentence you to three years in prison at hard labor."

No reporters were allowed at the trial. No witnesses were allowed on Dick's behalf. No appeal was permitted.

Dick Lambert was led away. The next day, the mayor's office announced that because Dick Lambert had been found guilty of a crime, he would not be allowed to run in the election. The mayor won the election with 95% of the votes.

Several weeks later, after the election, Dick Lambert was released from prison.

Which of Dick Lambert's rights were violated by the government?

TEST - THE BILL OF RIGHTS AND SLAVERY

1. All persons except negroes are to be provided with arms and ammunition.
2. Slavery shall be for a lifetime and will include the offspring.
3. A negro shall become free if he converts to Christianity.
4. If a slave is killed resisting his master, it is not a crime.
5. A negro may be whipped if he raises his hand against any white Christian.
6. A slave will be punished if he remains away from his plantation for more than four hours.
7. A slave may be set free if he is sent out of the country.
8. A runaway slave may be dismembered as a punishment.
9. A black person's word may never convict a white person in court.
10. Negores shall not be permitted to join in groups of more than two.
11. An "R" shall be branded onto the face of any runaway slave.
12. An owner may search slave quarters at any time.
13. A slave may use a gun only if he is accompanied by a white man.
14. If a slave injures or in any way bruises a white person, the punishment is death.
15. A slave cannot receive compensation for pain and suffering caused by an unwarranted attack.
16. An owner is innocent of any wrongdoing if he swears that he does not own the slave accusing him.
17. Death is the penalty for teaching any slave about poison.
18. It is prohibited to teach a slave to read and write.

LESSON FOUR

Diagnosis and Evaluation

October 17, 1979

Share and Tell

Break

Cloze Test

- Procedures
- Preparation
- Activity

Assignment

CLOZE TEST

The cloze is a useful tool for all teachers to all subjects. It is a method wherein students supply the words that have been deleted from a reading selection. When used as a test it can measure a student's ability to comprehend reading matter. It will also assist in teaching new vocabulary. The cloze cannot be used to determine if the student understands such concepts as main idea.

Our experience has shown that deficient readers:

1. Are slower workers.
2. Do not use all of the contextual clues to meaning.
3. Have higher anxieties, are therefore:
    a. Less knowledgeable, and
    b. Less able to reason.

Through the use of the cloze technique in intermediate and secondary school, a powerful tool is provided to teach the use of the context to derive the meaning of vocabulary and concepts from written materials.

Cloze can be used to test or to teach. The great advantages are:

1. The student must comprehend what he is reading in order to make intelligent, accurate, acceptable responses.

2. The student who works more slowly or methodically can do as well as the faster reader who is accustomed to guessing.

3. The student can more efficiently comprehend new vocabulary in context.

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Preparation

Selection. Prose with quoted words not exceeding ten words per three hundred words of text.

Length. For *testing* comprehension and vocabulary, use long selections of from 250 to 300 words, deleting at least 50 words. For *teaching* vocabulary and concepts in context, use short selections of 50 to 150 words with ten percent to twenty percent deletions.

Word deletion. Random or every tenth word. Random word deletion is best for most reading comprehension exercises. Nouns, verbs, and adverbs are best for study of vocabulary in most content areas. Conjunctions, pronouns, articles, and verb auxiliaries are of questionable value. For ten percent deletion, delete every tenth word. For twenty percent, delete every fifth word.

Administration

Ages. Intermediate and secondary students.

Time required. Untimed.

Scoring

Exact word. Essential for concept and vocabulary testing purposes.

Synonym. Allowed when using cloze to determine if the student can understand the written materials of your classroom.

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Score. For testing, when the students have previously read or encountered the material. A minimum score of sixty percent should be expected to assure students' understanding of the material. Divide total words into correct words. Fifty total words:

.60 = 60% comprehension cloze score
30.00 correct words

For a post-test of comprehension, the normal score range can be expected, i.e., 60 percent to 100 percent. If the student is taking the test without having been previously exposed to the material, a score of thirty percent to fifty percent is acceptable. This will indicate the students' ability to successfully use the material of the class with teacher assistance . . . or the instructional level.

Structured Cloze Test

Skill tested. Vocabulary in context.

Subject. Psychology.

Objective. To evaluate student knowledge of vocabulary in context. To pre-assess or post-assess student knowledge.

Teacher directions. Prepare work sheet, writing sentences relating to topic to be assessed. Delete the words being evaluated. In preparation, all lines representing deleted words must be of uniform length to avoid clues to word length.

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Student directions. Fill in the blank with the best possible word or words.

1. Behavior which occurs automatically without learning is called a/an ____________. (reflex)

2. ____________ refers to the process of learning in which a previously neutral stimulus evokes a response because of its association with another stimulus. (classical conditioning)

3. The man who discovered classical conditioning was named ____________. (Pavlov)

4. A schedule of reinforcement in which the number of reinforcements vary randomly on a time scale is known as a/an ____________ schedule. (variable interval)

5. An electric shock used as reinforcement would be an example of ____________ reinforcement. (negative)

6. The tendency to respond to similar stimuli in different ways is known as the process of ____________. (discrimination)

7. The man most closely associated with operant conditioning procedures is named ____________. (B. F. Skinner)

8. Conditioning behavior, such as smoking, to an undesirable or unpleasant reaction, such as nausea, to stop smoking is known as the process of ____________. (counter-conditioning)

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Cloze Test

Reading skill. Vocabulary knowledge.

Subject. Music.

Objective. To pre-assess student knowledge of music vocabulary.

Teacher directions. Select a passage related to the topic being assessed. Delete those words to be evaluated. This is a random deletion pattern. When preparing the worksheet, leave the first sentence complete, then be certain to make each line replacing a word the same length.

Student directions. Read the selection silently all the way through. Choose a word which you feel most accurately fits the blanks in the tences and fill it in. Reread the entire selection again to check accuracy. Be prepared to discuss your answer with the class.

Before you ever begin playing a piece of music, don't forget to read the musical road signs at the beginning and throughout your journey.

The first sign is the ____________ signature. It is determined by the number of ____________ or flats placed at the ____________ of the piece. The time ____________ is next. It is made up of ____________ numbers; the bottom number telling what kind of ____________ receives the beat. Above the two signatures lies the ____________ marking. This sign consists of ____________ or more words that tell the performer how fast or ____________ to play the piece.

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Along the road you will meet many small and simple signs that will help in your journey. Perhaps there ____________ be a "p" or a "cresc" in the road, in this case you should play ____________. If you see a "decresc" or a "p" you would ____________ softer. Many times accidents occur during the piece. This happens when there are sharps or ____________ thrown into the piece that are ____________ in the original ____________signature. The extra sharps or flats are called ____________.

Musical ____________ signs are there to help you perform the ____________ the best way possible. Let them help you make a beautiful, successful journey through the world of music.

(220 words, 19 deletions)

Key

sharps
beginning
signature
two
beats
note
tempo
one
slow
louder

play
play
flats
not
key
accidentals
read
piece
will

Copyright

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher B

Lesson Title: Checking on Textbook Organization.

Lesson Objective: To familiarize kids with the way textbooks are put together.

Reading skill objective: Looking for the strengths and weaknesses of the class in terms of an informal survey on their ability to use the parts of a textbook. Also for words in questions and answers.

To achieve the reading objective the teacher/student will:

1. Teacher will administer survey in the form of a matching quiz.
2. Student will match answers to questions.

To achieve the lesson objective the teacher/student will:

In discussion group--go over the main parts of a book, espec- those showing up as class weaknesses, from the survey.

Evaluation:

Achievement of reading skill will be evaluated by: Working out a % for each part of the book and generalizing information in sentences as to what kids can and can't do, and what they know and don't know.

Achievement of lesson objective will be evaluated by:

No evaluation at this point.

LESSON PLAN FORM

Name Teacher F

Lesson Title: Cloze Test

Lesson Objective: The students will be able to understand the importance of adjectives in poetry.

Reading skill objective: The students will be able to use appropriate adjectives using context clues.

To achieve the reading objective the teacher/student will:

Read the poem, "Three Glimpses of Night." They will be able to insert appropriate adjectives in the poem that have been deleted.

To achieve the lesson objective the teacher/student will:

Show the students examples of adjectives used in selected lines of poetry. Through class discussion, the students will decide the mood the author is trying to convey. The students then do the attached assignment.

Evaluation:

Achievement of reading skill will be evaluated by: Discussion of the adjectives the students used and a comparison of the author's usage to their own.

Achievement of lesson objective will be evaluated by: Same as reading skill.

LESSON PLAN FORM

Name Teacker K

Lesson Title: Cloze Test

Lesson Objective: Student will be able to supply a word in the blanks provided using a word which would convey the meaning of the sentence. Students will use contextual clues in arriving at the right word.

Reading skill objective:

By using contextual clues the student will come up with the right word which would fit into the blanks.

To achieve the reading objective the teacher/student will:

1. Familiarize the students with what is meant by using words through context.
2. Students will review words which are synonymous to each other.
3. Teacher will see to it that the students are familiar with what contextual

To achieve the lesson objective the teacher/student will:

1. Teacher will correlate reading lessons with history lessons.
2. Teacher will acquaint the students with the Cloze method.
3. Students will practice applying the concept of Cloze method on a newspaper article.
4. Students will be given a paragraph taken from the history book.
5. Teacher will monitor students' performance.

Evaluation:

Achievement of reading skill will be evaluated by:

Students will apply Cloze procedure on a given paragraph with the expectation that 75% of them will get a score of 70% or above.

Achievement of lesson objective will be evaluated by:

Teacher will observe students to see if they are applying the knowledge learned in looking for the right word to use.

Lesson Four

POPULIST PLATFORM (July 4, 1892)

We meet in the midst of a nation brought to the verge of moral, political and material ruin. The people are demoralized. The newspapers are largely subsidized or muzzled, public opinion silenced, business prostrated, our homes covered with mortgages, labors impoverished, and the land concentrating in the hands of the capitalists. We have witnessed for more than a quarter of a century the struggle of the two great political parties for power and plunder, while grievous wrongs have been inflicted upon the suffering people. We charge that the controlling influences dominating those parties have permitted the existing dreadful conditions to develop without serious effort to prevent or restrain them. Neither do they now promise us any substantial reform, they propose to sacrifice our homes, lives and children on the altar of Mammon.

The farmers demand an increase in the currency, to be secured by the free and unlimited coinage of silver at a ratio of sixteen to one, government ownership of railroads, telegraphs and telephones, the return to the government all land held by other railroads and corporations in excess of their needs.

FARMER DECLARATION OF INDEPENDENCE

Lesson Four

Populist Platform

We meet in the midst of a nation brought to the ____________ of moral, political and material ____________. The ____________ are demoralized. The newspapers are largely subsidized or ____________, public opinion ____________, businesses prostrated, our homes covered with ____________, labor impoverished, and the land ____________ in the hands of the capitalists. We have witnessed for more than a ____________ of a century, the struggles of the two great ____________ parties for ____________ and plunder, while grievous ____________ have been inflicted upon the suffering ____________. We charge that the controlling ____________ dominating both these parties have permitted the existing ____________ conditions to develop without serious ____________ to prevent or restrain them. Neither do they now ____________ in any substantial reform. They ________ to sacrifice our homes, lives and children on the ____________ of Mammon.

The farmers demand an ____________ in the currency to be secured by the ____________ and unlimited coinage of ____________ at a ratio of ____________ to one, government ____________ of railroads, telegraphs and telephones, the return to the ____________ of all land held by railroads and other corporations in ____________ of their needs.

Student Scores

	Name	I.Q.	Rdg. Level	Score
1.	Student 1.	99	7.5	93%
2.	Student 2.	107	12.4	96%
3.	Student 3.			90%
4.	Student 4.			84%
5.	Student 5.	76	3.6	72%
6.	Student 6.	82	4.6	60%
7.	Student 7.	91	7.1	60%
8.	Student 8.			60%
9.	Student 9.	104	7.7	20%
10.	Student 10.	93	3.8	20%
11.	Student 11.			20%
12.	Student 12.	87	5.4	20%

LESSON PLAN FORM

Name Teacher G

Lesson Title: Language of the Nuclear Age.

Lesson Objective: To see if nuclear information has changed its word usage.

Reading skill objective: To see if words that did change made information more honest and direct, or if words were used to protect us against being afraid.

To achieve the reading objective the teacher/student will:

1/2 the students will read a 1969 edition of "In Time of Emergency."

1/2 the students will read the 1977 edition of Protection in the Nuclear Age.

To achieve the lesson objective the teacher/student will:

- Spot differences by comparing results of each Cloze test.
- Analyze differences as to reason for changes.
- See if information has changed in 8 years of Civil Defense publications.

Evaluation:

Achievement of reading skill will be evaluated by:

Discussion in class and turn ins.

Achievement of lesson objective will be evaluated by:

Discussion in workshop.

1969 - Invisible Gamma Rays

1977 - Gamma Rays

1969 - Remaining food

1977 - Food

1969 - Particles that happened to be

1977 - Particles that were on

1969 - Would be removed

1977 - Could be removed

1969 - Small amount might dissolve

1977 - If any particles dissolved

1969 - Of concern

1977 - Dangerous

Lesson Four

In a nationwide __________ attack, people close to a __________ explosion in the area of heavy __________ probably would be __________ or seriously __________ by the blast, or by the __________ or initial nuclear __________ of the __________ fireball.

People a few __________ away, in the light __________ area of the __________ would be endangered by the __________ and __________, and by fires that the __________ would start. However, it is likely that __________ of the people in the light __________ area would survive these __________, but they would be further __________ by radioactive __________.

People who were __________ the immediate __________ areas would __________ be affected by the blast __________, or __________. Radioactive __________ would be the main danger.

When a __________ weapon explodes near the __________, great quantities of __________ and debris are __________ up into the nuclear cloud. There, radioactive __________ condense on and into the __________ producing radioactive __________ particles. These particles __________ back to earth, the __________ ones first, and the __________ ones later.

On the way __________, and after they reach the __________, the particles give off __________ rays, like __________, which can __________ or injure __________. The first few __________ or days after an __________ would be the most __________ period.

However, most of the nation's __________ supplies would be __________ after an attack. Since __________ passing through __________ does not __________ it, the only danger would be the actual __________ of fallout particles that were on the __________ itself, and these could be __________ or __________ off. Water stored in covered __________ would not be __________ after an attack. Practically all the particles that drop into the __________ and __________ would settle to the bottom. Any that didn't could be __________ by using a filter. If any __________ particles dissolved, they would be __________ for only a few weeks.

FOLLOWING DIRECTIONS

Objective: Students will be able to follow simple directions given to receive immediate reward for Halloween.

Skills involved other than following directions are as follows:

- Reading
- Fill in the blanks (with words provided)
- Knowledge of Halloween
- LISTENING

THE ADJECTIVE

Example:

'Twas ____________, and the ____________ teves
Did gyre and gimble in the wabe;
All ____________ were the borogoves
And the mome raths outgrave.

DIRECTIONS: Read the entire cloze passage silently. Reread the selection, writing in the word you think fits the blank. Read the passage again. Does the poem make sense?

"Three Glimpses of Night"
Frank Marshall Davis

I Night is a ____________ child, wandering
Between earth and sky, creeping
In windows and doors, daubing
The ____________ neighborhood
With ____________ paint
Day
Is an ____________ mother
Cloth in hand
Following after

II Peddling
From door to door
Night sells
____________ bags of ____________ stars
Heaping ____________ cones of ____________ moon
Until
His wares are gone
Then shuffles homeward
Jingling the ____________ coins
Of daybreak.

III Night's ____________ song, sliver-thin
Shatters into ____________ fragments
Of ____________ shadows
At the blaring jazz
Of a morning sun.

The parts of __________ are like a family. The father is a __________, the mother is a __________, and there is a mother-in-law called __________. There are adjectives and __________ who are ready and hard to manage. There are also sisters, __________ and __________, that need attention. You will get to know the __________ one by one. Look at the sentence family __________ on page 3. Now we will start with the __________.

The nouns make the sense of the __________. It is usually the subject of the __________. The __________ is what the sentence is talking __________. You can see that the noun is a __________ important member of the __________ family. You can see them coming ____________ ________________ by the little word in ____________________ of the noun called a ___________________. When you see these little __________ it means a noun is coming up!!

noun
speech
conjunctions
prepositions
verbs
adverbs

pronoun
parts of speech
history
nouns
noun
sentence

very
sentence
noun
front
coming
words
noun marker

Lesson Four

1. I will read a poem to you. Listen carefully.
2. Fill in the blanks to the poem.
3. When you are finished please grade your own paper. You will find the answer sheet on my desk. When you are finished with the answer sheet return it to my desk.
4. Go to the round table. You will find an envelope with your name on it. Take the envelope to the store and buy yourself a treat.
5. Return to the classroom.
6. You have completed your first assignment in following directions.
7. Tomorrow you will receive your next assignment.

Lesson Four

DIRECTIONS: Fill in the blanks.

HALLOWEEN

By Eleanor Marjeon

On Hallowe'en the old ghosts ____________
About us, and they speak to some;
To others they are ____________.

They haunt the hearts that ____________ them best;
In some they are by ____________ possessed,
In other hearts they ____________.

They have a knowledge they ____________ tell;
To some of us it is a ____________.
To some, a ____________.

They come unseen and go ____________.
And some will ____________ know they've been,
And some know all they ____________.

Missing words

unseen
loved
come
miracle
dumb
grief
would
rest
mean
knell
never

LESSON PLAN FORM

Name Teacher B

Lesson Title: Improving Reading Skills

Lesson Objective: To get students to read faster and with greater comprehension

Reading skill objective: To determine the correlation of Cloze Test's ability to measure recall skill and inference skill as tested on validated multiple-choice tests.

To achieve the reading objective the teacher/student will: (1) Have the student read from the textbook, the timed selections they are on individually. (2) Give the quizzes at end that are designed to measure the student's overall comprehension of the whole work--recall and inference questions. (3) Take any paragraph and using the Cloze technique, delete important subject matter words. (4) Compare % between the two forms of tests.

Findings: I thought the Cloze technique would produce lower scores than a well-made, standardized objective exam. One teacher thought the opposite would prove true. The result--the percentage scores when tallied on a series of tests with a group of students showed no significant differences:

Multiple Choice		Cloze Test
101	correct responses	100
140	total responses	140

Implications: Unless you are extremely adept at forming test questions, an easier technique would be to make a Cloze Test, focusing on content deletions. The score on that simply made test would be totally valid as to what the student had learned from all his reading, and while you wouldn't be able to know exactly what things in particular a given student had retained and comprehended, you would, for example, with a score of 80% on a Cloze Test, be able to defend that 80% of all material given was comprehended.

To achieve the lesson objective the teacher/student will: Not applicable

Evaluation:

Achievement of reading skill will be evaluated by:

Achievement of lesson objective will be evaluated by: Graphing in times and comprehension percentages.

LESSON PLAN FORM

Name Teacher I

Lesson Title: Vocabulary Knowledge of Meats

Lesson objective: To pre-assess knowledge of students about terms used in meat cookery by using a Cloze Test on paragraphs taken from the text.

Reading skill objective: To determine how much a student will comprehend when following a reading assignment in a text book.

To achieve the reading objective the teacher/student will:

Select a passage from a text used for the foods class and delete random words. Make a key using the deleted words.

To achieve the lesson objective the teacher/student will:

Read the selection silently all the way through, then choose words from the key that will fit the blanks in the sentences, and fill in the words.

Evaluation:

Achievement of reading skill will be evaluated by:

How the students followed instruction and the test papers that are handed in for grading.

Achievement of lesson objective will be evaluated by:

Results of test papers.

CLOZE TEST

Reading skill. Vocabulary knowledge.

Subject. Foods.

Objective. To pre-assess student knowledge of foods vocabulary.

Teacher directions. I have selected a passage from a text used for the foods class. I have deleted words to be evaluated. This is a random deletion pattern.

Student directions. They are to read the selection silently all the way through. They are to choose a word which will fit the blanks in the sentences and fill it in.

213 words 19 deletions

Score. The student has not been exposed to these words before in the class, so this is a test that will indicate the students' ability to use the textbook. A score of thirty percent to fifty percent will be acceptable.

Tests averaged 67%.

Lesson Four

Read the following selection silently all the way through. Choose a word which you feel most accurately fits the blanks in the sentences and fill it in. Reread the entire selection again to check accuracy.

No food provides more day-to-day mealtime pleasure than meat. It is flavorful, and when ____________ correctly, it is attractive. Our meat supply comes from ____________, from which we get pork; cattle, from which we get ____________ and veal; and ____________, from which we get lamb and mutton. In some parts of the country, ____________ will be found during the deer-hunting season.

When an animal ____________ is divided into portions, each portion is called a ____________ of meat. These may be the large wholesale cuts or the smaller ____________ cuts. In some markets, there are ____________ cuts from which the meat dealer takes the ____________ retail cuts at the time the ____________ is bought by the consumer. In other markets, the retail ____________ have already been made.

All cuts of meat contain ____________, which is the muscle tissue of the animal; connective ____________; and fat. Some cuts contain ____________ as well. The relative amounts of ____________ tissue, connective tissue, and ____________ making up a cut are important, for they have an influence on the ____________ of the meat. In general, those cuts in which there is the ____________ proportion of connective tissue are the most tender. On this basis, it is possible to divide all kinds of meats into tender cuts and ____________ cuts.

KEY

less-tender
cooked
beef
tenderness
"cut"
fat
wholesale
lean
tissue
muscle

hogs
carcass
smallest
sheep
retail
venison
meat
smaller
cuts
bone

LESSON PLAN FORM

Name Teachers A and E

Lesson Title: Cloze Test

Lesson Objective: To assess comprehension

Reading skill objective: To acquaint students with vocabulary related to fractions and the concepts of same.

To achieve the reading objective the teacher/student will:

Prepare and administer Cloze Test using reading selection incorporating mathematical words. Cloze Test had 215 words with 18 random deleted words.

To achieve the lesson objective the teacher/student will:

Read selection, return selection to instructor, then using test form fill in deleted blanks with correct terms or words.

Evaluation:

Achievement of reading skill will be evaluated by: Checking results of Cloze Test, figuring percent correct and diagnosing for further instruction of tested concepts if needed.

Achievement of lesson objective will be evaluated by:

CLOZE PRACTICE

REVIEW OF THE MEANING OF THE TERMS OF FRACTIONS

There are many things you can do in mathematics using only whole numbers. You have learned to add, ____________, multiply, and __________ whole ____________. You have learned how to use whole numbers to solve problems. But there are some ____________ you cannot solve using only __________ numbers.

Before you were old enough to go to ____________ you probably learned about some ____________ which are not whole numbers.

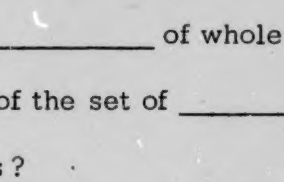
Your mother may have ____________ a candy bar in __________ and given you one of the pieces. What number names the ____________ of the candy bar you were given? Is the number in the ____________ of whole numbers? Be ____________ as you answer. Think of the set of __________ numbers. Is the number in the set of whole numbers?

The numeral 1/2 is a ____________. It is the name for a number.

Do you remember the meaning of these words? Numerator $\frac{1}{2}$ (terms)
Denominator

The ____________ 1/2 may be used to describe ____________ of the whole. Look at the picture of the candy bar.

If you are given 1/2 of the bar,



What does the ____________ 2 tell you?

What does the ____________ 1 tell you?

What are the terms of the fraction 1/2?

LESSON PLAN FORM

Name Teacher D

Lesson Title: Cloze activity sheet for past tense verbs.

Lesson Objective: The student will be able to state present and past tense verbs as presented in a story.

Reading skill objective: The student will demonstrate correct usage of past tense verbs in Cloze activity sheet. The student will be able to recognize and pronounce the verbs correctly.

To achieve the reading objective the teacher/student will:

1. Discuss usage of present/past form.
2. Present short story written in past tense.
3. Drill students on pronunciation and identification of the two forms.

To achieve the lesson objective the teacher/student will:

1. Identify verbs in the story.
2. State present/past forms orally.
3. Use the verbs in sentences.
4. Read the story aloud and to themselves.

Evaluation:

Achievement of reading skill will be evaluated by:

1. Cloze activity worksheet. 2. Pronunciation performance.
3. Oral sentence performance.

Achievement of lesson objective will be evaluated by:

Same as above.

Yesterday was a very good day. The sun shone all day. I went to the park. I took a book and my lunch. I sat down on the grass and I read my book. I got tired so I slept a little. When I woke up, I ate my lunch. I had two sandwiches and a banana for lunch. After lunch I saw my friend. My friend came to me and we sat together and talked. My friend brought two bottles of Seven-Up. We drank the Seven-Up. Soon it got late so we left the park and went home.

Name________________________

Yesterday __________ a very good day. The sun __________ all day. I __________ to the park. I __________ a book and my lunch. I __________ on the grass and I __________ my book. I __________ so I __________ a little. When I __________, I __________ my lunch. I __________ two sandwiches and a banana for lunch. After lunch I __________ my friend. My friend __________ to me and we __________ together and __________. My friend __________ two bottles of Seven-Up. We __________ the Seven-Up. Soon it __________ so we __________ the park and __________ home.

LESSON FIVE

Vocabulary: Application of
Roots and Affixes

October 31, 1979

Share and Tell

Break

Vocabulary Objectives

Vocabulary Development Overview

Most Common Prefixes

Most Common Suffixes

Most Common Roots

Activity for Lesson Five

Bibliography

Assignment

VOCABULARY OBJECTIVES

1. Use Context Clues

   Ability to use picture clues to derive word meaning.

   Ability to use context clues to derive word meaning.

2. Apply Roots and Affixes

   Ability to understand new words through separation into roots and affixes.

   Ability to build vocabulary through understanding and use of roots and affixes.

3. Apply Multiple Meaning Words

   Ability to understand and use multiple-meaning words.

4. Apply Synonyms and Antonyms

   Ability to use appropriate synonyms or antonyms.

5. Recognize Denotation and Connotation

   Awareness of denotation and connotation.

   Ability to use denotation and connotation.

6. Apply Precise and Technical Terms

   Understand and incorporate precise and technical language into the total vocabulary.

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PROCESS FOR DEVELOPING THE FOUR VOCABULARIES

The natural order for the development of vocabulary at any age or level begins with listening. As the teacher talks, using special terms correctly, the student establishes relationship between the words and the concepts. After carefully guided concrete and semi-concrete experiences with the concepts, the students are encouraged to verbalize and demonstrate ideas, thus moving the words into the speaking vocabulary. It is critical that these steps be carefully followed to avoid failure when the terms are transferred into the reading vocabulary. Numerous experiences with identifying the written symbols or words places them into the reading vocabulary. The most advanced and therefore the most difficult is the written vocabulary. It synthesizes all the preceding skills.

Because various subjects employ certain words and symbols to convey meanings specific to them, there has always existed the problem of translating English expressions into technical language and vice versa. Our research has shown that the most difficult task for the student is posed by the special vocabulary and symbols which have one meaning in everyday life, but take on a different meaning in the context of the subject being studied. Therefore, every teacher must be concerned with teaching the specific meanings needed to comprehend and use the vocabulary of his discipline.

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Knowledge of special vocabulary or symbols is cumulative. A weakness in either of these will result in incomplete knowledge of a concept. Since one concept is often built on another, the student must learn the language used by the teacher and the text and learn it thoroughly and carefully.

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MOST COMMON PREFIXES

The following lists contain common prefixes, suffixes and word roots most frequently used. Familiarity with them gives students power to unlock hundreds of words.

Prefixes	Definition	Key Word
a	not, without, from	amoral
ad variations: ab, ac, ar, af, ag, al, an, ap, as	at, for, to	advance assert allege annotate
anti	against	antifreeze
be	by, near, about, degree, treat	beleaguer belittle befriend
con, com variations: cor, co, col	with, together	combat collect congress correlate cooperate
de	opposite, away, from, down	deride deplane defend
dia	through	diagonal
dis variations: di, dif	not, take away, apart	disarm diffuse digress
en, em	in, into	entrap embrace

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Prefixes	Definition	Key Word
ex variations: e, ec, ef	out, from	exclude eject eclipse effect
in variations: il, im, ir	not	incorrect illegal immodest irregular
mis	wrong	mistreat
pre	before	precede
pro	before, for	project
re	again, back	retrace
sub variations: suc, suf, sug, sup, sur, sus	again, back, under, below, after	submarine succeed suffix suggest support suspend
trans	across, through, beyond	transport
un	not	uneven

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MOST COMMON SUFFIXES

Suffixes	Definition	Key Word
able, ible	capable of being	manageable
an, ian	native of, relating	American
cede, cess	go, yield, surrender	concede concession
er, or	one who, doer	subscriber actor
ful	full of	careful
hood	state of	motherhood
ic, ist	connected with	allergic
ion, sion, tion	act of, state of	attention suspension diction
ity	state of, quality	ability
less	without	nameless
ly	like, manner of	truthfully
ment	act of, state of, result of action	alignment
ous	characterized by, full	joyous
ship	quality, office, state dignity, skill	friendship
ward	in the direction of	forward

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MOST COMMON ROOTS

Roots	Definition	Key Word
cap, cep, cept	take, receive	captive accept deception
duc, duce, duct	lead	abduct educate induce
fac variations: fact, fic, fect	make, to act	factor facile beneficiary affect
fer	bring, bear, yield	fertile
graph, gram	write	photograph telegram
man, manu	hand	manual manage
mit, miss	send	mission commit
ped	foot	pedal
plic, plex	fold, hold	complex duplicate
pon, pons, pos	place, put, set	expose postpone impose
spec, spic	to see	spectator specialist conspicuous
sect	cut	bisect

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Roots	Definition	Key Word
scrib, script	write	transcribe manuscript
ten variations: tin, tent, tain	to hold	tenant intent maintain continue
tend, tense, tent	to stretch	intend intense
tract	draw, pull	tractor

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ACTIVITY FOR SESSION FIVE

Roots, Prefixes and Suffixes

Prefixes and suffixes are parts of words which can be added to change the meanings of the words. A prefix is added to the front of the root. A suffix is added to the end of a root. Here is a list of prefixes, roo suffixes for you to use. Look them over before you begin the exercise.

ROOTS

duct, duc	lead, bring	place	to place, locate
federate	legue, pact	hibit	to have
gress	step, walk	main	to stay
flict	strike	pair, pare	to get ready
promise	promise, abide by, decision	store	make strong
		build	put together
fit	to make	volt	to turn around, ro
claim	to cry out		

PREFIXES

co, com, con	with, together	im	not, in
pro, pre	before, forth, forward	trans	over, across
		vade	to come in
re	back, again	ex	out of

SUFFIXES

able, ible	able to be	er, or	agent
ion, tion	action of	port	carry

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DIRECTIONS: Make words by combining the word parts from the previous page.

Example: regress
back step

1. ____________________
together league

2. ____________________
again turn around

3. ____________________
before have

4. ____________________
before to cry out action of

5. ____________________
together promise

6. ____________________
back to stay

7. ____________________
back make strong

8. ____________________
together walk

9. ____________________
before get ready

10. ____________________
again put together

11. ____________________
together strike

12. ____________________
again to get ready

13. ____________________
forward bring

14. ____________________
together lead

15. ____________________
again location

16. ____________________
forth make

17. ____________________
across carry

18. ____________________
out of carry

19. ____________________
in carry

20. ____________________
again stay

DIRECTIONS: Fill in the blanks of the following sentences with the words you formed on the preceding page.

1. Lincoln wanted to ____________ good feelings between the North and South after the war.

2. Thousands of bales of cotton piled up on the docks of southern seaports because they could not ____________ them to England.

3. The South wanted to ____________ against the United States of America.

4. Lincoln had difficulty finding good generals to ____________ the war.

5. The South named their country the ____________ States of America.

6. Lincoln issued the Emancipation ____________ to keep England from helping the South.

7. The North blockaded southern ports to ____________ them from getting supplies from foreign countries.

8. Many freed slaves said they would ____________ on the plantations to work for wages.

9. It took Georgia many years to ____________ the area Sherman destroyed in his march to the sea.

10. Sherman destroyed the Georgia railroad tracks so that Georgia could not ____________ food to Confederate armies.

11. The South could not ____________ soldiers wounded or killed in battle.

Teacher developed

12. Northern business greatly increased their _____________ during the Civil War.

13. The South was counting on __________ing supplies from England to help them win the war.

14. Both the North and the South elected a _____________ of their own to run the governments.

15. Both the North and the South ____________d many times before they started fighting each other.

16. The South did not have equipment to _____________ their damaged roads.

17. In his famous march to the sea, Sherman destroyed Georgia's ability to _____________ crops.

18. Lincoln ____________d a fair and just plan by which the South could rejoin the United States.

19. Thomas Jefferson predicted that a violent _____________ would occur if the slavery issue was not decided quickly.

Teacher developed

ASSIGNMENT

- * Examine your text and find words which contain common roots, prefixes and suffixes.

  Identify those most commonly used in your discipline.

- * Develop and share ways of teaching these common roots and affixes.

- * Journal.

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher K

Lesson Title: Use of prefixes and suffixes.

Lesson Objective: Making use of affixes students will be able to form words and know their meaning as well.

Reading skill objective: Students will be able to give the meaning of words, using their knowledge of affixes as an apperceptive basis.

To achieve the reading objective the teacher/student will:

The teacher will present the affixes and root words on a chart.

Teacher and students will form as many words as they can using the affixes and the root words.

To achieve the lesson objective the teacher/student will:

1. The teacher will present the affixes with their meanings. Root words will be presented as well.
2. Students will put together prefixes, root words and suffixes, and giving the meaning of the newly formed word.
3. Students will use the new words in original sentences.

Evaluation:

Achievement of reading skill will be evaluated by:
When students can come with the meaning of a new word using only their knowledge of prefixes, suffixes and root words.

Achievement of lesson objective will be evaluated by:
Teacher giving students big new words, and students will give their meanings without looking them up in a dictionary.

WORDS FORMED BY THE STUDENTS

1. con duct or = one who leads
together lead agent

2. pro duct ion = action of bringing forward
forward bring action of

3. conduct = bring together

4. exclaim = to cry out

5. federation = part of a league

6. remain = stay back

7. president = one who presides

8. exhibition = action of showing out

9. exportation = act of carrying out

10. intervention = act of coming between

11. interference = act of interfering with or coming between

12. international = form among nations

13. interfere = come between

14. intervening = coming between

15. commission = act of sending over

16. revolution = state of turning or rolling over

17. violation = state or act of violating

18. retaining = act of keeping back

19. transportation = act of carrying across

20. transatlantic = having to do with carrying across the Atlantic Ocean

21. unfortunately = manner of not being fortunate

22. ungovernable = not being able to govern.

23. cooperative = having to do with getting together

24. progressive = having to do with stepping forward

25. antitrust = against the trust of

LESSON FORM PLAN

Name Teacher B

Lesson Title: Prefixes, roots, suffixes

Lesson objective: To get students to look for similarities in words they read in order to arrive at common (generalized) meanings.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

(1) Combine roots, prefixes and suffixes to form as many words as possible (36 top) from the list given in our reading book.
(2) Go through a list of 114 words in the A section of dictionary and derive meanings by using suffixes able, ible, ion, tion, er, or (looking for the common root in more complex words, and look up in dictionary all words we didn't know.

To achieve the lesson objective the teacher/student will:

Same as above.

Evaluation:

Achievement of reading skill will be evaluated by:
(1) Counting the number of words formed.
(2) Working the list together and spot drilling.

Achievement of lesson objective will be evaluated by:
Same as above.

WORD LIST

1. alphabetization
2. alteration
3. alternation
4. amalgamation
5. ambulation
6. ammonification
7. amortization
8. amplification
9. anglicization
10. angulation
11. animalization
12. animation
13. annihilation
14. annotation
15. annulation
16. annunciation
17. anticipation
18. antiquation
19. avocation
20. assentation
21. aspiration
22. assertion
23. ascription
24. ascension
25. arborization
26. articulation
27. arbitration
28. arterialization
29. apportion
30. appelation
31. appreciation
32. appropriation
33. approximation
34. apperception
35. application
36. apportion
37. apprehension
38. apposition
39. attraction
40. attention
41. atomization
42. apparition
43. appellation
44. attrition
45. attribution
46. automation
47. ausculation
48. argumentation
49. audition
50. atenuation
51. attention
52. attention
53. assumption
54. assimilation
55. association
56. astrogation
57. astronavigation
58. association
59. assignation
60. assimilation

WORD LIST (cont.)

1. amalgamator
2. amasser
3. ambler
4. amender
5. animator
6. annihilator
7. announcer
8. annoyer
9. annunciator
10. anointer
11. answerer
12. antecessor
13. anticipator
14. attractor
15. apologizer
16. aspirator
17. assigner
18. apparitor
19. appetizer
20. applicator
21. appeaser
22. appropriator
23. arbiter
24. arbitrator
25. archer
26. arguer
27. armorer
28. assessor
29. artificer
30. atomizer
31. assimilator
32. assorter
33. attester
34. astronomer
35. astrogator
36. astrologer

1. attainable
2. attemptable
3. assignable
4. amenable
5. amendable
6. amiable
7. amicable
8. answerable
9. available
10. attributable
11. attemptable
12. appreciable
13. apprehensible
14. approachable
15. approvable
16. arguable

able, ible -- able to be

ion, tion -- action of

er, or -- agent, one who

Note: If Port means to carry, what do portage portmanteau and portemonnaie have in common?

LESSON PLAN FORM

Name Teacher G

Lesson Title: Roots, Prefixes, and Suffixes

Lesson Objective: To put parts of Indian Language together to form State Names.

Reading skill objective: To transmit definitions of Indian words to English words which make sense and to recognize prefix, suffix, and root usage.

To achieve the reading objective the teacher/student will:

Read list of Indian names and meanings. The sounds read correctly would give clues as to what the words formed.

To achieve the lesson objective the teacher/student will:

Put meanings into order. Successful order will result in names of American States.

Evaluation:

Achievement of reading skill will be evaluated by:
Looking at names formed and listening to names sounded out.

Achievement of lesson objective will be evaluated by:
Order of word meanings to form the names.

Lesson Five

INDIAN NAMES AND DEFINITIONS

1.	Alba	- thicket or plants
	Amo	- cleaners
2.	Quoneh	- long
	Tacut	- river
3.	EE	- coming down
	Dah	- sun or mountain
	How	- exclamation
4.	Aleh	- little
	Zon	- spring
5.	Ayu	- tribe
	Hwa	- sleepy ones
6.	Illini	- men
	Ois	- tribe of
7.	Ken	- land
	Tah	- of
	Teh	- tomorrow
8.	Massa	- great
	Chuset	- hill
9.	Mishi	- swimming
	Maikin	- turtle
	Egan	- great lake
10.	Meeche	- great
	Cebe	- river
11.	Okla	- beautiful
	Homma	- red
12.	Oyer	- place
	Un	- of
	Gon	- plenty
13.	Weeskon	- gathering
	San	- waters
14.	Eu	- top
	Taw	- of mountain
15.	Wau	- large
	Wame	- meadows
16.	Minne	- water
	Sota	- reflection of sky

MAKE WORDS BY COMBINING THE WORD PARTS FROM THE HAND OUT

1. Land of Thicket Cleaners ________ ________

   ____

2. Long River ________ ________

   ____

3. Coming Down of the Sun ______ ______ ______

   ____

4. Little Spring ________ ________

   ____

5. Tribe of Sleepy Ones ________ ________

   ____

6. Tribe of Men ________ ________

   ____

7. Land of Tomorrow ______ ______ ______

   ____

8. Great Hill ________ ________

   ____

9. Swimming Turtle ________ ________

   ____

10. Great River ____________ ____________

____

11. Beautiful Red ____________ ____________

____

12. Place of Plenty ________ ________ ________

____

13. Gathering Waters ____________ ____________

____

14. Top of Mountain ____________ ____________

____

15. Large Meadows ____________ ____________

____

16. Water Reflecting Sky ____________ ____________

____

LESSON SIX

Vocabulary: Connotation - Denotation
Development of Meaning

November 11, 1979

Share and Tell

Break

Techniques for Developing Vocabulary

Vocabulary Overview

Structured Overview

Study Sheet Activity

Assignment

IDEAS FOR TEACHING VOCABULARY OBJECTIVES

Precise Language

Write several sentences on the board containing a word such as very. Ask students to replace "very" with more exact words.

Context Clues

During the reading assignments, point out to students context clues such as direct explanation, contrast, parallel ideas, cause - effect, definition, etc.

Connotation

Develop awareness of connotation through teaching how words are used, the reasons for their use, emotional association in their use.

Denotation

Teach pupils the more limited a word is, the clearer is its meaning. Zebra is very clear in its definition and meaning. Truth has broad definitions and meanings.

Etymology

Explore how many languages were involved in the evolution of a word. Explain that such words as colossal are related to ancient myths.

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VOCABULARY DEVELOPMENT OVERVIEW

To insure vocabulary learning:

- * Plan sequential instruction using the 'four vocabularies."
- * Teach vocabulary in context.
- * Give regular, short drills.
- * Present vocabulary in a variety of activities and methods.
- * Teach those words essential to the unit.
- * Encourage student interest and involvement in the study of words.
- * Create excitement about the history and derivation of words.
- * Guide students to recognize many words they hear, to use some of these as they speak, to recognize important words as they read, and to apply essential words as they write.

Sound procedures to teach vocabulary include:

- * Providing brief daily exercises and drills to teach necessary vocabulary.
- * Helping each student develop a lifelong interest in learning new words by:
    - + Teaching synonyms, antonyms and homonyms through jokes and puns. A collection of cartoons and jokes from periodicals as well as some developed by students can help generate interest.

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- Exploring multi-meanings of words.
- Preparing stimulating bulletin boards to teach new words.
- Exploring connotation and denotation of words.
- Teaching word etymology.
- Identifying the value of roots, prefixes and suffixes in expanding the vocabulary.

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STUDY SHEET FOR VOCABULARY

WORD	DEFINITION
For synonyms fold this side under	To review word definitions fold this side under

FOLD HERE

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VOCABULARY
STRUCTURED OVERVIEW

1. Select every word that you intend to use in a unit that you think is necessary to student's understanding of what you are trying to present.
2. Take the list of words and arrange and rearrange them until you have a diagram that shows relationships which exist among the ideas in the unit.
3. Use an overhead or write the diagram on the board the first day of the lesson. This can be used as a preliminary experience before the students read. Explain why you arranged the words the way you did. Have the students contribute as much information as they are able.

Example: Key Terms for a S. S. Unit

dissent
censorship
trade
political problems
satellite countries
domestic
cold war
foreign

Political Problems

foreign

satellite countries
trade etc.
cold war

domestic

dissent
censorship
trade

Vocabulary is highly related to comprehension. To comprehend, the student must have a knowledge of word meanings and he must be able to select the correct meaning from context.

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PRINCIPLES TO GUIDE THE TEACHER

1. Words alone are not valid units of meaning. (ciciobia) The meanings connected with a word are arbitrarily assigned as a symbol.
2. Most words have more than one meaning. Generally, the more frequently a word is used, the more meanings it tends to have.
3. The specific meaning elicited by a word is a function of the context in which the word occurs. It is a function of the environment of a word. This is not only the verbal context but also the structural and cultural context.
4. The number of meanings actually elicited by a word depends on the number and quality of experience that the reader has associated with the word.
5. The student has numerous means at his disposal for developing word meanings. The word may be explained to him by giving a synonym, by classifying the word, or by pointing out differences and similarities. Or the meaning may be illustrated through structural analysis, picture clues, dictionary or glossary.

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LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher A

Lesson Title: Math Terms

Lesson Objective: Recognition of math terms and the meaning of each.

Reading skill objective: Word attack and word recognition.

To achieve the reading objective the teacher/student will:

To achieve the lesson objective the teacher/student will:

Teacher will keep tally sheet of terms tested.

Evaluation:

Achievement of reading skill will be evaluated by:

Achievement of lesson objective will be evaluated by:

Lesson Six

Term	Pronunciation	Meaning
Add	+ + + + + + +	+ + + - + + +
Subtract	+ + + + + + +	+ + + + + - +
Multiply	+ + + + + + +	+ + + + + + +
Divide	+ + + + + + +	+ + + + + - +
Fractions	- + + + + + +	- + + + + - +
Decimals	- + + + + + +	- + + + + - +
Percent	+ + + + + + +	- + + + + - +
Ratio	- + + + + + +	- + + + + - +
Measure	- + + + + + +	- + + + + - +
Discount	- + + + + + +	- + + + + - +
Decrease	- + + + + + +	- + + + + - +
Increase	- + + + + + +	- + + + + - +
Sum	+ + + + + + +	- + + + + + +
Product	- + + + + + +	- - - - + - +
Difference	- + + + + + -	- + - - + - +
Area	- + - - - + -	- - - - + - +
Perimeter	+ - - - + + -	- - - - + - -
Number	+ + + + + + -	- + + + + - +

+ Yes
- No

Students were asked to pronounce the math term and then asked if they knew the meaning of the same.

LESSON PLAN FORM

Name Teacher L

Lesson Title: Colors

Lesson Objective: The students will learn to identify the colors in English (orally and written).

Reading skill objective: The students will be able to read and to write in English the various colors.

To achieve the reading objective the teacher/student will:

The teacher will first tell the students the various colors in English while identifying them.
Next, the teacher shows the student the written symbol.
The students identify the various colors of clothing, objects, etc.

To achieve the lesson objective the teacher/student will:

The students and teacher drill.
The students identify the color coded flash cards.
The students play concentration matching the written symbols of colors.

Evaluation:

Achievement of reading skill will be evaluated by:

The reading skill is evaluated by the ability of the students to write the dictated colors.

Achievement of lesson objective will be evaluated by:

It is also evaluated by the students' ability to identify and write a color shown to them.

LESSON PLAN FORM

Name Teacher K

Lesson Title: Vocabulary Words

Lesson Objective: Given a set of 8 words, students will be able to derive its meaning through its contextual use in sentences.

Reading skill objective: Using words in sentences, students will be able to arrive at a meaning for the underlined words, without using the dictionary.

To achieve the reading objective the teacher/student will:

Teacher will provide students with worksheet.
Students will read the sentences silently and then orally, with the teacher's guide students will arrive at the meaning of the underlined words.

To achieve the lesson objective the teacher/student will:

Teacher will test if the students really understood the meaning of words. Another worksheet will be given to students.

Evaluation:

Achievement of reading skill will be evaluated by:
Observation on how students arrived at the meaning of the words. Listen to students as they analyze the sentences, then come up to a general meaning of the words.

Achievement of lesson objective will be evaluated by:

Check students' worksheets.

Lesson Six

I. Based on its contextual use give the meaning of the underlined words:

1. In Czechoslovakia there is a committee for the Defense of the unjustly persecuted, whose goal is to promote the human rights
2. Six of the members were prosecuted and sentenced to prison terms ranging from 5 years up.
3. It is more humane to take care of the handicapped than to give them shots to die instantly.
4. Humans are all over the world creating and destroying what man had built.
5. The defendants in the Czechs trial were charged with "subversion of the state, abetted by a foreign agent."
6. In what state is your sister after the car accident which killed your brother-in-law?
7. The Virginia Society of Human Life plans to go to court to stop the Vitro Fertilization Program.
8. The legislators have been courting the public's sympathy.
9. Will you stand by the principle of the Equal Rights Amendment?
10. The principal countries involved intthe crisis are Iran and the United States.
11. The Hoover administration wrote a program to alleviate the situation of the poor people.

12. He is programmed to a certain routine at the Rehabilitation Center.

13. John Locke is of a different school of thought than Lenin or Marx.

14. School is not the only place where one gets an education.

15. The United States appeals its case to the World Court.

16. "Sex appeal is more than personality," says the interviewer.

17. The counselor is running for primary election in the first district.

18. The primary concern of the U. S. now is the release of the American hostages at the Iranian Embassy.

II. Underline the word which will make the sentence sound right.

1. During World War II, the Jews were (persecuted, prosecuted) by the Nazis, in fact millions of them were killed in gas chambers.

2. Among the Mennonites erring members were (persecuted, prosecuted) by the Congregation by ignoring them.

3. The Iranian Government said that the hostages will be (persecuted, prosecuted) in their courts.

4. (Humans, humane) can be the most tender and the most cruel of beings.

5. The (Humans, Humane) Society, so called is reaching out to help the needy families; or is this being done by them for publicity?

6. Most people would die for their own (principle, principal), especially in matters of moral conduct.
7. Their (principle, principal) aid is to show to the world that they will die for their beliefs.

III. Give the meaning of the underlined words based on its contextual use:

1. This state's legislature is mostly influenced by the religious beliefs of its people.
2. The teacher asked the student to state in his own words what the 1st Amendment means.
3. The emperor was in a state of shock when he learned that his Armed Forces was losing the war.
4. Totalitarian dictators like Hitler, Hirohito and Mussolini were in one school of thought opposed to what Roosevelt, Churchill and Chang Kai-Shek had.
5. I appeal to your sound judgment to release the news only to proper authorities.
6. The case was won by the defendant in the lower court, however the plaintiff would like to appeal the case to a higher court.
7. Everything is so well-programmed that the members would not like to consider any changes.

LESSON PLAN FORM

Name Teacher F

Lesson Title: Vocabulary Development

Lesson Objective: Increase vocabulary through writing skills

Reading skill objective: Increase vocabulary through context clues and dictionary usage.

To achieve the reading objective the teacher/student will:

1. Orally correct and discuss the vocabulary words on the pre-test.
2. Write a short story (2-3 paragraphs) using the vocabulary words on the pre-test.

To achieve the lesson objective the teacher/student will:

1. Students will divide into groups of 3. Each group will write an "outrageous" story that includes each of the vocabulary words used correctly. The students can use the dictionary to look up the meaning of any words they are unsure of.

Evaluation:

Achievement of reading skill will be evaluated by:

A follow-up quiz will be given.

Achievement of lesson objective will be evaluated by:

Achievement will be evaluated through the story they have written

PRE-TEST VOCABULARY QUIZ

To be used in stories after discussion

Select the correct synonym (word which means about the same) from the lettered words to match the underlined word in the sentence. Circle the letter representing your answer.

1. A ruffled receptionist is (a) flustered (b) weak (c) tall (d) lively.
2. The thief was apprehended means that the thief was (a) understood (b) rehabilitated (c) seized (d) believed.
3. The buyer succumbed to the sales talk means that the buyer (a) listened (b) disapproved (c) ignored (d) yielded.
4. The man consummated the deal means that he (a) neglected (b) completed (c) missed (d) overcame the deal.
5. An erroneous conclusion is (a) false (b) certain (c) definite (d) shallow.
6. To aggravate a situation makes it (a) better (b) worse (c) cheap (d) happy.
7. The new stockworker is a callow youth means that the stockworker is (a) tardy (b) mellow (c) young (d) decrepit.
8. A pallid look is (a) pale (b) deep-colored (c) hazy (d) serene.
9. A sullen person is (a) hearty (b) gloomy (c) aggravated (d) animated.
10. A vacillating mind (a) perseveres (b) meditates (c) stimulates (d) wavers.

11. An immaculate person is (a) coarse (b) pure (c) squeamish (d) secure.

12. His bellicose attitude means an attitude which is (a) pacific (b) combative (c) resistant (d) harmonious.

13. An immature person is (a) ingenuous (b) senile (c) immemorial (d) young.

14. Immortal means (a) lingering (b) annual (c) momentary (d) perpetual.

15. An erratic person is (a) solemn (b) constant (c) stable (d) uncertain.

LESSON PLAN FORM

Name Teacher D

Lesson Title: Oral vocabulary development using commands and questions.

Lesson Objective: The student will follow and give commands given by the teacher and other students and answer orally questions concerning the actions they displayed.

Reading skill objective: The students will learn necessary vocabulary for commands through visual presentations, drills and pronunciation practices.

To achieve the reading objective the teacher/student will:

The teacher will demonstrate the actions (1) using props in the classroom, (2) provide drill practices to each student and students as a group using sentence substitution, (3) will ask questions to the students concerning the command. The student will be an active participant in the activities physically and orally.

To achieve the lesson objective the teacher/student will:

In the lesson the activity will become student centered with the teacher monitoring and guiding the activity. The student will present the command to another student, then question the activity.

Evaluation:

Achievement of reading skill will be evaluated by:

Observation of student performance and response to questioning their ability to give commands and questions.

Achievement of lesson objective will be evaluated by:

Teacher observation.

LESSON PLAN FORM

Name Teacher G

Lesson Title: Vocabulary - Dr. Jeckyll and Mr. Hyde

Lesson Objective: To discuss multiple personality in words that indicate multiple personality.

Reading skill objective: The reaction to a list of seemingly everyday names or invisible, secondary people. The real names of these people bring out 2 things: Why did they change? Why do we react to the new name?

To achieve the reading objective the teacher/student will:

Summarize the causes of people changing their names (words) and analyze why certain words are more important than others.

To achieve the lesson objective the teacher/student will:

The same applies here for now.

Evaluation:

Achievement of reading skill will be evaluated by:

What the first list means
What the second list means.

Achievement of lesson objective will be evaluated by:

Summary of words meaning personality.

LESSON PLAN FORM

Name Teacher G

Lesson Title: Crime and Punishment

Lesson Objective: To clarify student's understanding of crime, crime degrees, and victim vs. victimless crimes.

Reading skill objective: To be able to apply punishments for crimes under a multiple situation problem.

- Does the student understand (victim)?
- Does the student understand (motive or why)?
- Does the student understand (punishment)?

To achieve the reading objective the teacher/student will:

Give punishments appropriate to the crimes committed. However, there are three situations - 1st offense, minor, repeat offense.

To achieve the lesson objective the teacher/student will:

- The class will understand the confusion and complexities of crime and punishment.
- Are there degrees of harm?
- Are there mistakes vs crimes?
- Are there circumstances of punishment that differ?

Evaluation:

Achievement of reading skill will be evaluated by:

Assignment turned in and degree of independence students used to make themselves think.

Achievement of lesson objective will be evaluated by:

The more you read into it, the more complex it becomes, the more effort it takes.

LESSON FORM PLAN

Name Teacher B

Lesson Title: Vocabulary

Lesson Objective: To understand in light of Eric Hoffer's statement, "It is easier to hate an enemy with much good in him than one who is all bad, we cannot hate those we hate ("despise")", how Orwell can arrive at a hatred for an enemy which is all bad in direct contradiction to Hoffer's analysis.

Reading skill objective: Filling vocabulary words in lists containing similarities; to arrive at the author's meaning of complicated literary works, in short to compare and contrast and form patterns to arrive at more generalized meanings within the work itself.

Sub-goal: To have drill in forming questions from vocabulary drills.

To achieve the reading objective the teacher/student will: (1) Read the essay "Shooting an Elephant," (2) categorize key words into main groupings, (3) give the groupings names, (4) dredge groupings for sub-patterns by asking questions, and (5) using the questions, kids will (and teacher hopefully will) arrive at the exact emotional chain of events and emotional state which allows a person to hate someone absolutely in favor to himself.

To achieve the lesson objective the teacher/student will: Share in a class discussion possibilities arriving out of studying categories of vocabulary words. Included will be Orwell's attitude toward imperialism, and the reasons why Orwell feels as he does. Also work with kids toward developing keys to differentiate between factual and opinionative descriptions of the real world.

Evaluation:

Achievement of reading skill will be evaluated by:

Class discussion, whether we can actually make lists of vocabulary words and phrases under generalized categories.

Achievement of lesson objective will be evaluated by:

Whether we can solve as a class working together the dynamics of hatred which develops toward a totally inferior person.

Lesson Six

SHOOTING AN ELEPHANT

1. What does Orwell fear most from the Burmese? (To be laughed at.)

   Evidence? (Repetition)

2. What does Orwell consider to be the dirty work of Empire? (Wretched persons, grey cowed faces, scarred buttocks.)

   Why must Empire always produce these particular fruits?

3. Why did he characterize Burmese people as prostrate peoples? (Total impotence.)

4. If you become a prostrate person, what behavior(s) will you have? (Pettiness, etc., etc.)

5. What does Orwell think about the British Empire? (Hates it.)

6. What does Orwell think about the Burmese? (Hates them.)

7. What is Orwell's basic emotion that he feels as an Englishman in Burma? (Ambivalence, which moves to total impotence.)

8. What are behaviors described as actions of Burmese? (Tripped him on football field, spit betel juice, crowd yelled, sneered, jeered.)

   "It is easier to hate an enemy with much good in him than one who is all bad. You cannot hate those you hate." Eric Hoffer

This means we can hate people only superior to us. But here in this essay Orwell clearly hates people inferior to him. Given Hoffer's statement as true, how can you account for Orwell's feeling which we have to accept at face value as true also.

Ambivalence (mind) attraction Vacillation) related
repulsion Oscillation) words

Impotence (emotional or feeling level) - cannot act - pressure

Hatred - How can you hate someone inferior to you?

SHOOTING AN ELEPHANT

ENGLAND

1. Empire
2. Imperialism was evil thing.
3. British opression.
4. Dirty work of Empire: wretched persons, grey cowed faces, scarred buttocks.
5. British rats.
6. Unbreakable tyranny.
7. By-products of imperialism.

MAN (GEORGE ORWELL)

1. Theoretically and secretly I was all for the Burmese.
2. Against their oppressors.
3. I hated my job.
4. British Empire better than the younger empires that are going to supplant it.
5. Hatred.
6. Race against evil spirited little beasts.
7. Greatest joy--to drive a bayonette into a Buddhist Priest's guts.
8. Feelings like above are normal products of British imperialism.

BURMA

1. Prostrate peoples.
2. Baited.
3. Obvious target.
4. Tripped up on football field.
5. Spit betel juice.
6. Crowd yelled with hideous laughter.*
7. Sneering yellow faces.
8. Insults.
9. Jeer at Europeans.
10. Evil spirited little beasts.

*What is hideous laughter? Is hideous a quality of the laugh or an interpretation of the hearer?

LESSON PLAN FORM

Name Teachers A and E

Lesson Title: Geometric Vocabulary

Lesson Objective: To help student learn meaningful geometric terms in order to successfully complete the Area of Volume packet.

Reading skill objective: To transfer written definitions into an organized thought pattern.

To achieve the reading objective the teacher/student will:

Meet in small groups and study Page I by asking each other to define words and terms. Then, individually complete pages II and III.

To achieve the lesson objective the teacher/student will:

Study responses to decide which concepts need to be taught individually to each student.

Evaluation:

Achievement of reading skill will be evaluated by:

A careful study of responses on pages II and III of the assignment.

Achievement of the lesson objective will be evaluated by:

Analyzing errors.

GEOMETRY VOCABULARY I

Directions: Study the pronunciation of the word. Use a dictionary if necessary. Say the word. Then read the meaning of the word carefully. Be sure you can use it. Work with a partner and take turns saying words out loud and reading the sentence.

1. A rectangle is a four-sided figure with opposite sides parallel and equal in length with each interior angle being 90°.
2. A four-sided figure having all sides equal in length and all angles equal is a square.
3. A four-sided figure whose opposite sides are parallel and equal in length is called a parallelogram with no right angles.
4. A triangle is a three-sided figure.
5. A right-triangle always has one 90° angle.
6. The distance around a circle is called the circumference.
7. The distance from the center of a circle to any point on its circumference is the radius.
8. A quadrilateral is any four-sided figure.
9. A four-sided figure of which only two sides are parallel is a trapezoid.
10. The distance around the boundary of any figure is the perimeter.

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11. The area of a figure is the number of square units of space it contains.

12. (pi) is a mathematical constant. Its value never changes, and is always equal to the ratio of the circumference of a circle to its diameter.

13. Volume is the number of cubic units of space in a solid figure.

14. Cube is a solid figure in which all sides are equal.

15. Cylinder is a circle that has height.

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GEOMETRY VOCABULARY II

Make a drawing to show the meaning of the following:

1. right triangle

. cylinder

3. rectangle

4. parallelogram

5. area of a square

6. trapezoid

7. show perimeter of a triangle

8. quadrilateral

9. square

10. radius

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GEOMETRY VOCABULARY III

Name_________________________ Date_________________

Directions: Fill in blanks

1. A circle that has height is a _______________.
2. The number of cubic units of space in a solid figure is called _______________.
3. A triangle with a 90° angle is called a _______________ triangle.
4. The ratio of circumference to the diameter in a circle is known as _______________.
5. A four-sided figure with only two parallel sides is called a _______________.
7. Distance from the center of a circle to the edge is called its _______________.
8. The number of square units of space a figure contains is called its _______________.
9. A three-sided figure is called a _______________.
10. Distance around a circle is called the _______________.
11. A solid figure in which all sides are equal is called _______________.
12. A four-sided figure with opposite sides parallel and equal in length with each interior angle being 90° is a _______________.

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13. A four-sided figure whose opposite sides are parallel and equal with no right angles is called a ______________.

14. Any four-sided figure is called a ______________.

15. A four-sided figure having all sides equal in length and all angles equal is called a ______________.

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LESSON PLAN FORM

Name Teacher I

Lesson Title: Comprehension and Vocabulary used in Food Preparation

Lesson Objective: Increase skills in preparing food by knowing how to use the methods of food preparation.

Reading skill objective: To be able to read the recipe and prepare the food in the recipe for Branana Muffins.

To achieve the reading objective the teacher/student will:

Prepare a Bingo Chart Game listing the food terms used in the recipe for Branana Muffins. Prepare a Vocabulary Chart listing the definitions.

To achieve the lesson objective the teacher/student will:

Place beans on the name of the food preparation method as the instructor reads the preparation definition drawn from random.

Evaluation:

Achievement of reading skill will be evaluated by:

The student getting the correct definitions with the correct names of the food preparation method and winning the Bingo Game.

Achievement of lesson objective will be evaluated by:

Successful preparation of the Branana Muffins by the students.

VOCABULARY USED IN FOOD PREPARATION

Bake	To cook by dry heat in an oven or oven-type appliance in either covered or uncovered containers.
Beat	To make a mixture smooth or to introduce air by using a brisk over-and-over motion with a spoon or a wire whisk.
Blend	To mix two or more ingredients until all are thoroughly combined.
Cream	To work with one or more foods until soft and creamy by rubbing with the back of a spoon or other utensil against the side of the bowl or by beating with an electric mixer. This term is applied to the mixing of fat and sugar in place of "blend."
Core	To remove the central portion from fruits such as apples and from vegetables such as lettuce.
Cut	To divide foods into smaller pieces with a knife or with scissors.
Dry Ingredients	A mixture of flour, leavening agents such as baking powder, and spices used in a recipe.
Grease	To rub lightly with a far, such as butter, margarine, salad oil, or shortening.
Mash	To make a food soft and smooth by crushing or beating.
Mix	To combine two or more ingredients in any manner that effects a distribution.
Pare	To cut off the outside covering, as of a potato or an apple.
Peel	To strip off the outside covering, as of a banana or an orange.
Preheat	To heat an oven or a broiler to the desired cooking temperature before putting in food.
Overmix	To continue to beat or mix a mixture until it has reached a stage past the correct distribution.

Stir	To mix ingredients, using a circular motion with a spoon, for the purpose of blending or securing a uniform consistency.
Sift	To put dry ingredients through a food sifter or fine sieve.

BRANANA MUFFINS

Oven: 400° F

1/2 c	Whole Bran Cereal
2 tlb	Milk
1/2 c	Mashed ripe bananas (1-1/2)
1/2	Beaten egg
2 tlb	Soft shortening
1/2 c	Sifted flour
1-1/4 tsp	Baking powder
1/4 tsp	Salt
2 tlb	Sugar

1. In mixing bowl, blend peeled, mashed bananas, bran and milk.
2. Add egg and shortening; beat well.
3. Sift together dry ingredients. Stir into banana mixture. Do not beat or overmix.
4. Fill greased muffin pans 2/3 full.
5. Bake in pre-heated 400° F. oven for 25-30 minutes, or until surface springs back when lightly touched.

Makes 6 muffins

VOCABULARY NEEDED FOR BRANANA MUFFINS

Bake
Beat
Blend
Dry Ingredients
Grease
Mash
Mix
Peel
Preheat
Overmix
Sift
Stir

BINGO CHART

FOR FOODS VOCABULARY

CREAM	SIFT	OVER-MIX	BLEND
BEAT	CORE	BAKE	MASH
DRY INGREDIENTS	MIX	CUT	PARE
GREASE	STIR	PRE-HEAT	PEEL

BINGO CHART

FOR FOODS VOCABULARY

BAKE	PEEL	CORE	MIX
SIFT	CREAM	GREASE	BLEND
OVER-MIX	DRY INGREDIENTS	BEAT	PARE
MASH	CUT	STIR	PRE-HEAT

LESSON SEVEN

Comprehension
    Main Idea and Supporting Details
    Inferred Main Idea

November 28, 1979

Agenda

Share and Tell

Break

CB Activity

Comprehension Objectives

Activity: Main Idea and Inferred Main Idea

Five Steps for Teaching Main Idea

Bibliography

Assignment

CB ACTIVITY

You're wall-to-wall and tree top tall, good buddy. Nobody's going to walk all over you. I see you have twins on your super skate and a mighty attractive seat cover. Was just reading the mail when you came by, hammer down. There's a thermos bottle with sailboat fuel over my shoulder. He's in need of motor lotion in a short short so he's holding on to my mud flaps. He's on the peg so I'll wish to you 3's and 8's. See you on the side.

Translation:

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COMPREHENSION

Literal Level Objectives

1. Identifying the Main Idea

   Ability to derive the main idea when it is stated directly in the first sentence.

   Ability to derive the main idea when it is within the body of the paragraph.

   Ability to recognize that the unstated main idea may not be expressed but can be inferred from the paragraph as a whole.

2. Reading for Detail

   Ability to recognize details which support the main idea when details provide a listing of specific facts, sequence of events, or important information.

   Ability to select details from information by identifying concrete details which support the main idea.

3. Reading for Sequential Order

   Ability to recognize sequential order by recognizing the words in a sequence-of-events pattern which suggests order of events.

   Ability to recognize sequential order when the order of events in a paragraph has explicity sequential relationships (e.g., next, finally, before, after, first, last).

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4. Reading for Cause and Effect Relationship

Ability to identify simple causes and their effects.

Ability to identify simple effects and their causes.

Ability to identify more than one cause for a certain effect.

Ability to identify more than one effect resulting from a single cause.

5. Using Punctuation

Ability to recognize that punctuation shows a statement, question, or emotion.

Ability to recognize that the full meaning of a sentence depends on the punctuation.

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FIVE STEPS FOR TEACHING MAIN IDEA

Every paragraph or picture is a central thought. This is called the main idea. One of the first steps in comprehension is to find the main idea of the paragraph or selection. Because authors' ability and style vary, finding the main idea can be difficult. For this reason, care must be taken to teach skill in locating and identifying the main idea.

Using content materials, the main idea concept can be developed during the following five-lesson presentation. It is suggested that this procedure be taught in five consecutive presentations.

STEP ONE: Pre-assessment

* Select a paragraph from classroom materials or text.
* Instruct students to read the selection and write the main idea.
* Do not explain anything at this point. This is a determination of ability to recognize the main idea.
* Correct the papers and tabulate the results.

STEP TWO: Find the main idea in visual materials

* Choose pictures with obvious main ideas. Flat pictures for individual study or small group. Slides for discussion with large group. Book illustrations for individual or small group.

ACTIVITY: Have participants move into small groups. Have each group examine a picture. Prime the pump by asking, "What do you think has happened in this picture?" Have each group write a statement outlining the main idea.

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STEPS TO FOLLOW TO DETERMINE THE MAIN IDEA OF A PARAGRAPH

1. Read the entire paragraph. You may need to read it over two or three times before you can select the sentence that states the main idea.
2. Select the statements which support the main idea. These are called the supporting details.
3. Using this outline, place the main idea and the supporting statements in the category in which they belong.

MAIN IDEA:

SUPPORTING DETAILS OR STATEMENTS:

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* Provide pictures showing implied main idea. (Making inferences.)

ACTIVITY: Proceed as above but this time asking, "What is an inference?" Discussing and helping students to recognize inferences in pictures is necessary before they can do it in written material. Good examples of this type of picture are ads for toothpaste, perfume, etc., or pictures of political candidates with the president, governor, etc.

STEP THREE: Find the main idea in a paragraph

* A paragraph has one sentence which states the main idea. Other sentences provide details which support this main idea. Students must be shown how to read the paragraph carefully to find the statement in the paragraph which most clearly indicates the major idea. Or, if the main idea is not stated, skill must be developed to find the inferred main idea.

* Teachers should provide paragraphs specifically stating a main idea and paragraphs implying the main idea. After students have successfully learned how to find the main idea in one-three paragraphs then let them try their skill on a group of paragraphs or an entire article which states one main idea or implies the main idea.

Selections may be made from fiction, various subject matter textbooks, newspapers and magazines or encyclopedias.

* Choose a paragraph stating the main idea and make a transparency which can be shown on the overhead projector. Work with the entire class to determine the main idea.

Ask: "What is emphasized?"
"What is the idea to which every sentence refers?"
"What is repeated or important?"

* When you feel that students have a fair idea of what they are looking for then provide them with a copy of the following sheet and a paragraph. Allow them to work in pairs or small groups to encourage discussion of reasons for choices.

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STEP FOUR: Position of the main idea in a paragraph or selection

* The main idea may be stated directly in the first sentence.

main idea detail detail detail

or

It may be stated within the body of the paragraph.

detail detail main idea detail

or

It may be stated in the last sentence.

detail detail detail main idea

or

It may be inferred.

– – – – detail detail detail
– – – –

ACTIVITY: Develop a discussion showing the main idea is most often found in the first sentence and then followed by the supporting sentences. However, it can be found in the body or at the end of the paragraph. Have students search their texts or selections provided to find examples of the main idea located in each position

* Discuss with students that sometimes the main idea of a paragraph is not obvious. The following activity and steps may help them learn this skill.

ACTIVITY: Steps to follow to determine the inferred main idea.

1. Read the paragraph several times.

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2. Decide the subject of the paragraph.

3. Write a sentence telling what the subject is.

4. Now decide which facts support the main idea.

5. Make a list of these ideas to help you decide what is inferred.

6. Check your sentence to see if it sums up what the paragraph is saying.

STEP FIVE: Review

* After summarizing the concept of main idea as presented during this unit, administer a post-test to your students.

* Correct and tabulate the information. Compare the pre-test information with that of the post-test to determine progress.

* Plan to incorporate the main idea skill into lessons frequently to insure proficiency and lasting learning.

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ASSIGNMENT

- Using the Five Steps to Teaching the Main Idea, prepare an activity for your class. What follow-up activities did you use after using the Five Steps? What were the results? Be sure to make sufficient copies for everyone as you share this.
- Journal.

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher F

Lesson Title: Teaching the Main Idea

Lesson Objective: Finding the main idea in GED-related material.

Reading skill objective: Finding the main idea.

To achieve the reading objective the teacher/student will:

> Read each of the 5 paragraphs and select the main idea in each paragraph. The teacher and students will discuss the reason for each of the correct answers. The students will then do the reading assignment in the GED material, applying the skills they learned through the discussion.

To achieve the lesson objective the teacher/student will:

Evaluation:

Achievement of reading skill will be evaluated by:

> A post-test given the day after the discussion.

Achievement of lesson objective will be:

> An evaluation of the GED materials.

TEST PARAGRAPHS

1. Can you imagine a birthday cake weighing seventeen and one-half tons? This gigantic confection, made in honor of our country's Bicentennial, stood in the center of a San Francisco department store and dazzled everyone with its splendor. The world's largest cake was decorated with a ton of colorful historical paintings made out of icing. It stood thirty feet high and took over 11,500 pounds of flour to make. Other ingredients were 20,500 eggs, 5,100 pounds of sugar, and a two-hundred-pound "pinch" of salt. The birthday cake cost $100,000 to make, but the "bakers" hoped to earn back their expenses by selling two-pound pieces at about six dollars each.

2. In the constellation Perseus, there is a strange star which seems to "wink" slyly at observers. It looks like an ordinary star at first, but every two and a half days its brilliance varies noticeably. In 1783, the mystery was solved by astronomer John Goodricke. Although unable to hear or speak, he applied reason to the problem. Goodricke theorized that Algol is actually two stars of different brightnesses which revolve around each other. Because they are so close to each other, they appear to be one star. When, however, the less bright star comes in front of the other, it blocks out the stronger rays and causes Algol's "winking" effect.

3. The first famous American newspaperwoman was Nellie Bly, who, in 1889 at the age of twenty-two, captured the attention of the world when she went around the earth on a stunt mission for the New York World. Nellie, whose real name was Elizabeth Cochrane, was trying to beat the time of the fictional Phileas Fogg, hero of Jules Verne's novel, Around the World in Eighty Days. She rode on ships and trains, sampans and horses--and she made it in seventy-two days, easily beating Fogg's time. Her career made her name a synonym for the female star reporter for many decades after her outstanding reportorial feat.

4. One of the most colorful sights in historic San Francisco is the cable car. Only two other cities in the world--Wellington, New Zealand, and Hong Kong--have anything remotely resembling it. The cable car, first installed on the steep hills of San Francisco in 1873, was so well built that some of the original ones are still running. They are powered by a cable that runs underneath the streets. San Franciscans love their cable cars; they have parties, weddings, and political rallies on them. In 1947, the mayor urged that the cable cars be scrapped and replaced with buses. He was resoundingly defeated in the next election.

5. Do you know which woman's face is seen today by more people than any other woman's face in history? It is Angelica Kauffmann, whose face is on the Austrian 100-schilling bill. Angelica was an artist who was a sensation in Europe during the eighteenth century, and, more than 150 years after her death, was finally acknowledged by her native Austria. Her portrait appears on some sixty million bills--a fitting tribute to her great talent. Angelica Kauffmann's paintings hang in the Louvre in Paris, the Hermitage in Leningrad, and the Metropolitan Museum of Art in New York City.

THE PARAGRAPHS MAINLY TELL:

1. a. What the Bicentennial cake was like.
b. How the Bicentennial cake was decorated.
c. Where the Bicentennial cake was located.
d. What the Bicentennial cake cost.

2. a. Why John Goodricke was unable to hear or speak.
b. Where the strange star came from.
c. How John Goodricke solved the mystery of the strange star.
d. What astronomers thought of the strange star.

3. a. How Nellie Bly became world famous.
. How Phileas Fogg became world famous.
c. What newspaper Nellie Bly worked for.
d. When Nellie Bly became world famous.

4. a. What Hong Kong cable cars are like.
b. How cable cars operate.
c. How important San Francisco's cable cars are to its citizens.
d. Why San Francisco's mayor wanted to scrap the cable cars.

5. a. Where Angelica's face appears.
b. What Angelica's occupation was.
c. Why Angelica Kauffmann's face is seen by many people.
d. Where Angelica's paintings are exhibited.

LESSON PLAN FORM

Name Teacher L

Lesson Title: Main Idea (Kitchen)

Lesson Objective:
To identify various objects through the use of pictures.

Reading skill objective:

To identify various objects in the pictures, through oral and written communication.

To achieve the reading objective the teacher/student will:

Teacher:
1. Present picture giving correct English title.
2. Write English word.

Student:
1. Say English word
2. Write English word

To achieve the lesson objective the teacher/student will:

Evaluation:

Achievement of reading skill will be evaluated by:
1. The ability to identify the picture using the correct English title.
2. The ability to write the English words in a final test.

Achievement of lesson objective will be evaluated by:

Test with 80% accuracy.

LESSON PLAN FORM

Name Teacher K

Lesson Title: Main Idea

Lesson Objective: Students will learn to pick out the focal point of interest in a picture; use inference and be able to write a paragraph about the picture.

Reading skill objective:

1. Students will know what is the focal point of interest in a picture (main idea conveyed).
2. Students will use inference in writing a paragraph about the picture studied.

To achieve the reading objective the teacher/student will:

1. Pictures were given to students. They chose 2 each and then they were asked to give what they think should be the title given to each picture.
2. Based on this they made inferences on why they think each picture should be named as such.

To achieve the lesson objective the teacher/student will:

1. Define what main idea means, what inferences mean.
2. Students will then make up stories or incidents stating why they believe each picture should be named as such.
3. Students were given practice sheets to work on "Finding Main Ideas."
4. The group together with the teacher will check the sheets.

Evaluation:

Achievement of reading skill will be evaluated by:

Evaluation of the students' performance on the practice sheets.

Achievement of lesson objective will be evaluated by:

Post-test.

LESSON PLAN FORM

Name Teacher G

Lesson Title: 5 Steps in Teaching Main Idea

Lesson Objective: Using visual materials to analyze possible American attitudes towards foreigners.

Reading skill objective: By looking at each picture (5), students will be able to comment on content and purpose of the picture.

To achieve the reading objective the teacher/student will:

Look at each photo, discuss and summarize attitudes shown in the picture.

To achieve the lesson objective the teacher/student will:

Draw a conclusion which should be a contradiction, since the pictures show two distinct sides of our attitudes towards foreigners.

The contradiction is open for discussion.

Evaluation:

Achievement of reading skill will be evaluated by:

Written response.

Achievement of lesson objective will be evaluated by:

Oral discussion of contradictions of the photos.

LESSON PLAN FORM

Name Teacher B

Lesson Title: Reading the Essay

Lesson Objective: Looking for meaning in essay paragraphs.

Reading skill objective: Teaching Main Idea

To achieve the reading objective the teacher/student will:

Read essays and analyze random passages.

To achieve the lesson objective the teacher/student will:

Analyze some of the paragraphs for main idea.

Evaluation:

Achievement of reading skill will be evaluated by:

Having students write down main ideas or what they may think give main ideas.

Achievement of lesson objective will be evaluated by:

No evaluation except in discussion.

STUDENT RESPONSE	MY RESPONSES TO STUDENTS' RESPONSES
1. How he felt about hunger and how he suffered through it.	But the paragraph did not get us "through it," and it did not tell us how he felt about it.
2. Boy is starving for food.	And I think, when was the last time you read of anyone starving for anything else but food, except in that last two-bit novel you read where the cowboy, just in from the Texas Panhandle and sex-starved, heads for his own version of the dinner table o the second floor of Molly's Saloon.
3. The feeling of hunger or how it feels to be hungry.	Or "hungry feeling," or "feeling after hunger," or ... The old technique of saying nothing in two or more ways.
4. A blank.	Ahh! The answer that finally tells the truth.
5. Constant hunger, the feelings of it.	The buggered syntax trick. What will these little devils think of next!

LESSON PLAN FORM

Name Teacher D

Lesson Title: Using the main idea of each picture to review and reinforce verb usage (present tense).

Lesson Objective: The student will be able to identify the verb depicted in each picture from the transparency. The student will correctly use that verb in a sentence.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

1. Write a vocabulary list on the board of words from the pictures.
2. Review present tense.
3. Pronunciation practice using the vocabulary list on the board.
4. Pronunciation comparison between verbs of first person and third person. Example: pick, picks.
5. Identify the verb game using the transparency.

To achieve the lesson objective the teacher/student will:

1. The teacher will present question to the class where they must answer with the correct verb and verb tense.
2. The teacher will identify the time of each picture and the student will answer using the correct and verb time phrase.
3. The student will assume teacher role and ask the questions.

Evaluation:

Achievement of reading skill will be evaluated by:

1. Evaluation of oral production.

Achievement of lesson objective will be evaluated by:

1. Evaluation of oral production.

LESSON EIGHT

Comprehension: Guided Reading Procedure

January 2, 1980

Share and Tell

Break

Discuss Comprehension Objectives

Guided Reading Procedure for Comprehension

Guided Reading Procedure with Mapping Activity

Assignment

OUTLINE FORM

TITLE ____________________

MAIN IDEAS

A.	B.	C.	D.

SUPPORTING DETAILS

1. 2. 3. 4. 5. Copyright			

Lesson Eight

GUIDED READING PROCEDURE FOR COMPREHENSION*

STEP ONE: Tell students to read (or listen) and remember what they can. (A general purpose for reading.)

STEP TWO: As reading is finished, selection is turned face down. Then ask students to tell what they remember. Teacher records information on board, overhead, etc.

(Count to 35. This will guarantee a response.)

STEP THREE: Students will now realize the lace of completeness and be eager to re-read the selection. (We hope!)

STEP FOUR: Class attempts organization of remembrances into word-concept map.

Teacher questions:

What was discussed first?
What details followed?
What was brought up next?
What seems to be the main idea?
What are the supporting statements:

STEP FIVE: Teacher-directed specific questions are needed for fullest understanding. Require synthesis of new information and previously learned material.

How does this relate to .....?
What influence will this have on .....?

NOTES: Selection should be for seven minutes of reading--approximately 900 words.

Briefly establish appropriate readiness.

Stress recall.

Set a specific content purpose for reading.

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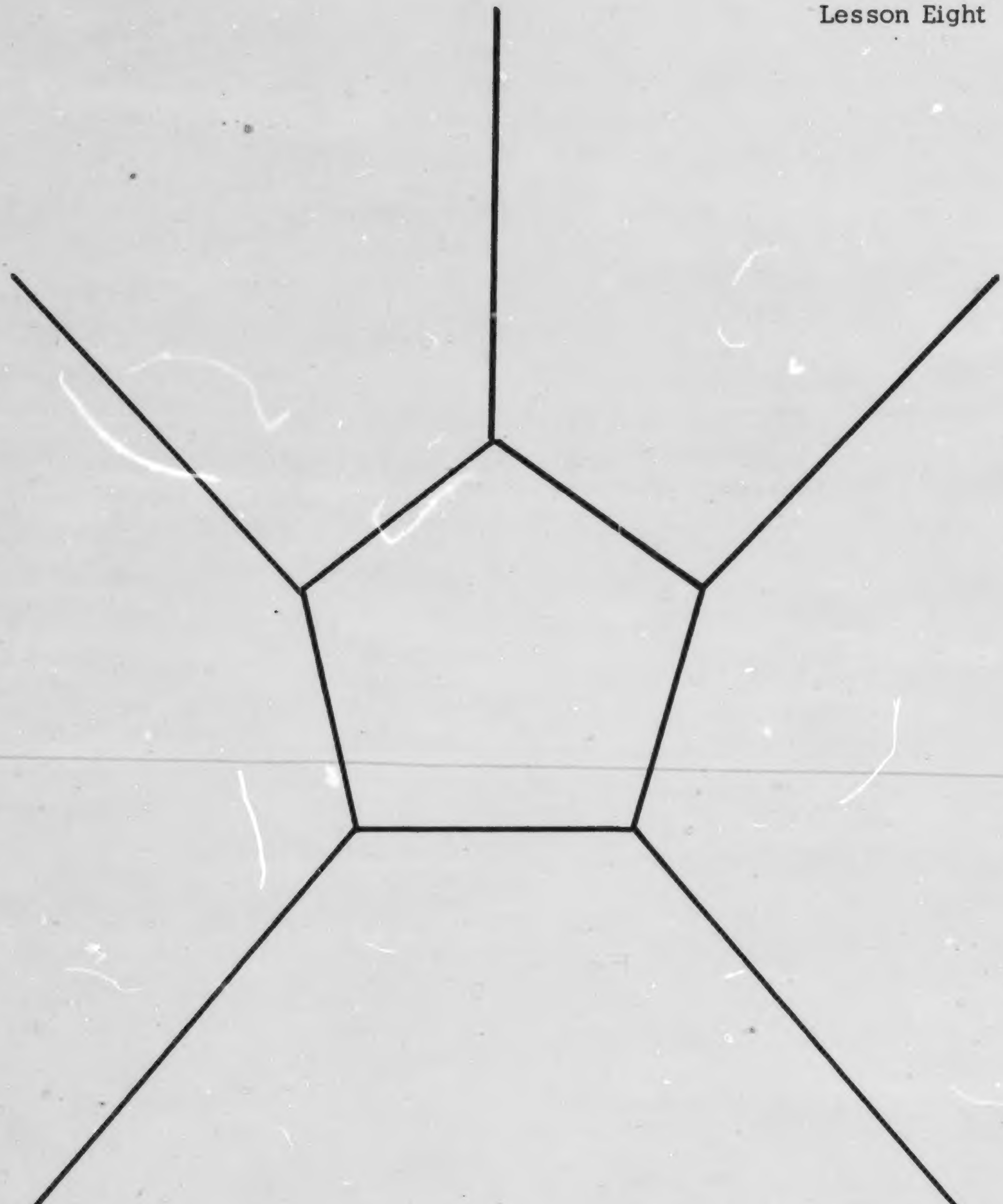
* "Mapping: A Technique for Translating Reading into Thinking," M. Buckley Hanf, January 1971 Journal of Reading, pp. 225-230, 270.

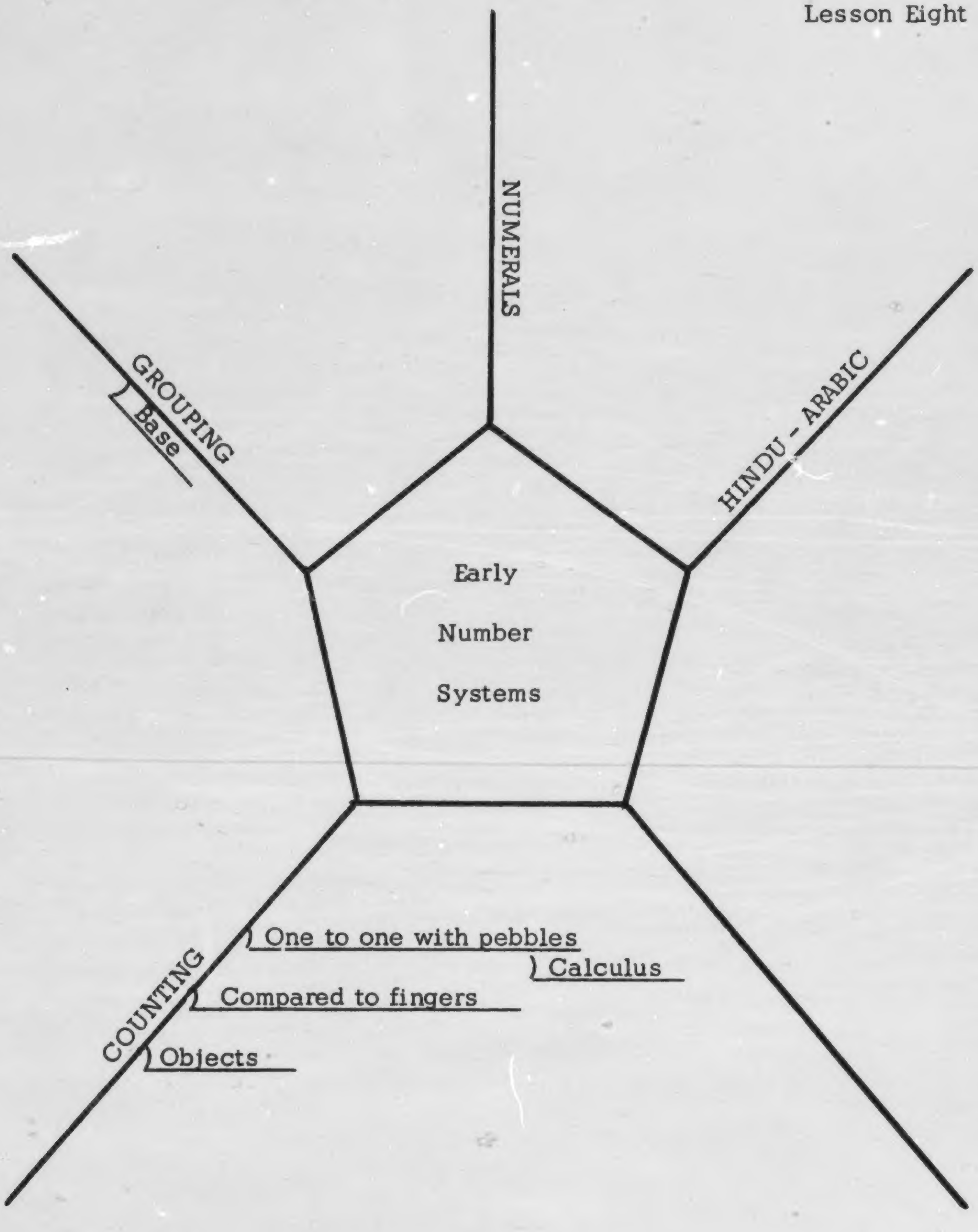
"Guided Reading Procedure," Anthony Manzo, January 1975 Journal of Reading, pp. 287-291.

Permission to print granted by Manzo and Hanf and International Reading Association.



HANF "MAPPING"

Lesson Eight


NUMERALS
GROUPING
Base
HINDU - ARABIC
Early Number Systems
COUNTING
One to one with pebbles
Calculus
Compared to fingers
Objects

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher D

Lesson Title: Comprehension

Lesson Objective: The student will be able to identify five activities using new vocabulary from a short passage.

Reading skill objective: To comprehend written and oral material by:

1. Identifying the activities which took place.
2. Correctly applying the verbs to sentences (oral and written).

To achieve the reading objective the teacher/student will:

1. Have the students read the passage to themselves.
2. The teacher will read the passage to the class.
3. The teacher will explain words new to their vocabulary.
4. Review third person present tense.
5. The teacher will ask questions from the story and reinforce verb usage.

To achieve the lesson objective the teacher/student will:

1. The student will respond to questioning, answering in the correct form of the verb.
2. The student will write the "spider web" exercise.
3. The student will write the answers to questions.
4. The teacher will correct papers and work with students individually on specific problems they may have.

Evaluation:

Achievement of reading skill will be evaluated by:

1. Evaluation of oral production.
2. Evaluation of written exercises.

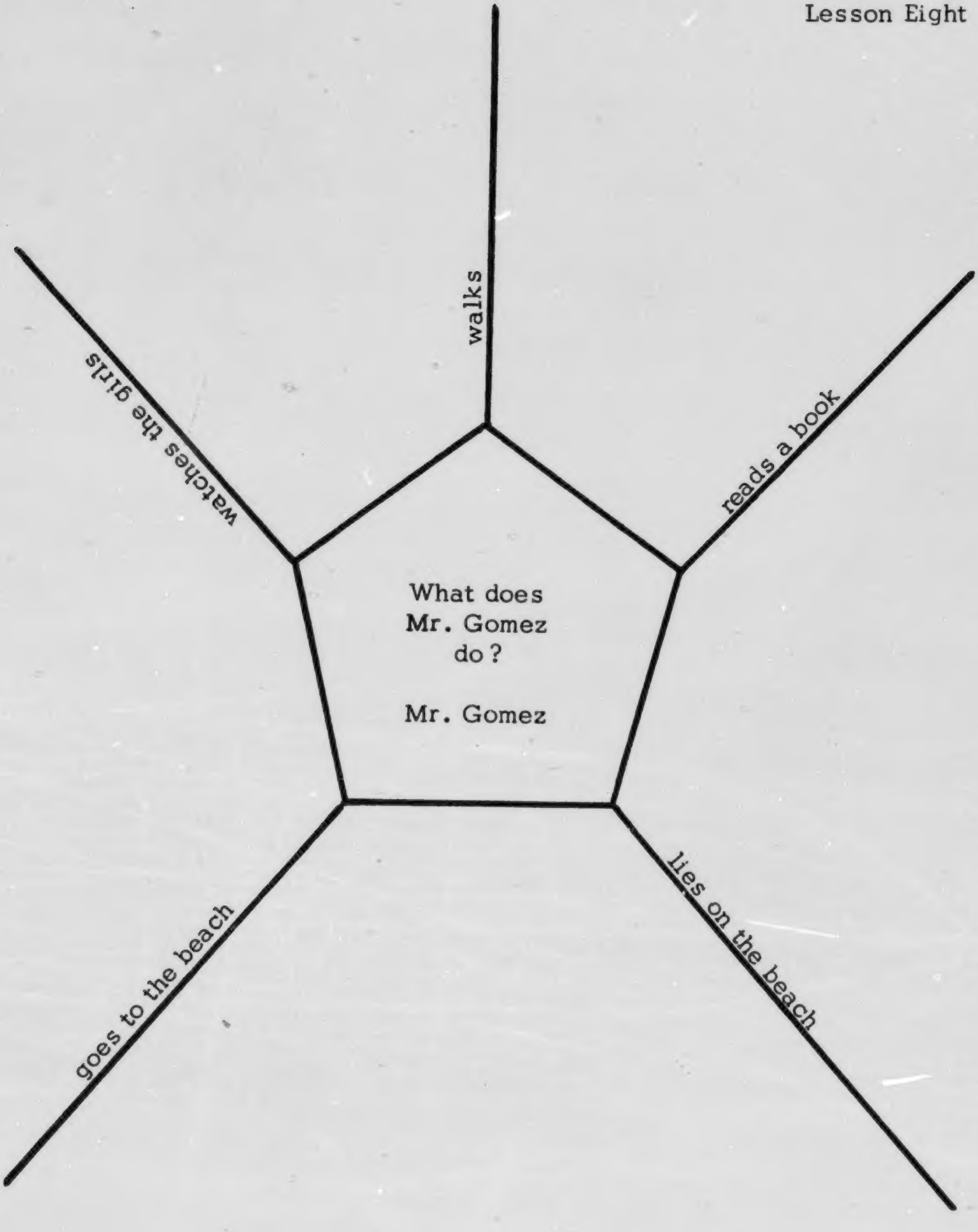
Achievement of lesson objective will be evaluated by:

1. Evaluation of oral production.
2. Evaluation of written exercises.

FIRST ORAL, THEN WRITTEN

MR. GOMEZ AT THE BEACH

Mr. Gomez likes hot weather. In the summer he goes to the beach every weekend. He walks. He lies on the beach. He reads a book. Sometimes he watches the girls.


walks
watches the girls
reads a book
What does
Mr. Gomez
do?
Mr. Gomez
goes to the beach
lies on the beach

FIRST ORAL, THEN WRITTEN

QUESTIONS FOR "MR. GOMEZ AT THE BEACH"

1. Who lies on the beach?
2. Do you go to the beach?
3. When do you go to the beach?
4. What is a weekend?
5. When is summer?
6. How is the weather in summer?
7. Is it hot today?
8. Who likes hot weather?
9. Do you like hot weather?
10. Who reads a book at the beach?
11. Do you read many books? In English? In your language?
12. What does Mr. Gomez watch?
13. Do you watch girls?
14. Do you watch men?

LESSON PLAN FORM

Name Teacher K

Lesson Title: Guided Reading

Lesson Objective: Students when given a certain selection will be able to identify the main and supporting details.

Reading skill objective: Students will be able to identify the main and supporting details of a selection read.

To achieve the reading objective the teacher/student will:

1. The teacher will present a selection - oral communication, read two times.
2. Cooperatively the students and teacher will identify the main idea of the selection.
3. Using the students' word list they will be able to identify the facts supporting the main idea.
4. Discuss the procedure used.

To achieve the lesson objective the teacher/student will:

1. Teacher presents a model.
2. Using another selection the students will work on their own in identifying the main and wupporting details.
3. Teacher and students go over the work done.
4. Evaluation of the finished product.

Evaluation:

Achievement of reading skill will be evaluated by:

1. Giving the students a selection to work on independently.

Achievement of lesson objective will be evaluated by:

Criterion testing (1) main idea, (2) supporting detail.
Based on this the students will write a paragraph using their outline.

LESSON PLAN FORM

Name Teacher F

Lesson Title: Getting the Main Idea--Reading Comprehension

Lesson Objective:

Reading skill objective: Finding the main idea and supporting details.

To achieve the reading objective the teacher/student will:

> Read the given selection. Through class discussion, the students will identify the main idea and supporting details.

To achieve the lesson objective the teacher/student will:

Evaluation:

Achievement of reading skill will be evaluated by:

> The achievement will be evaluated by the results of classroom discussion.

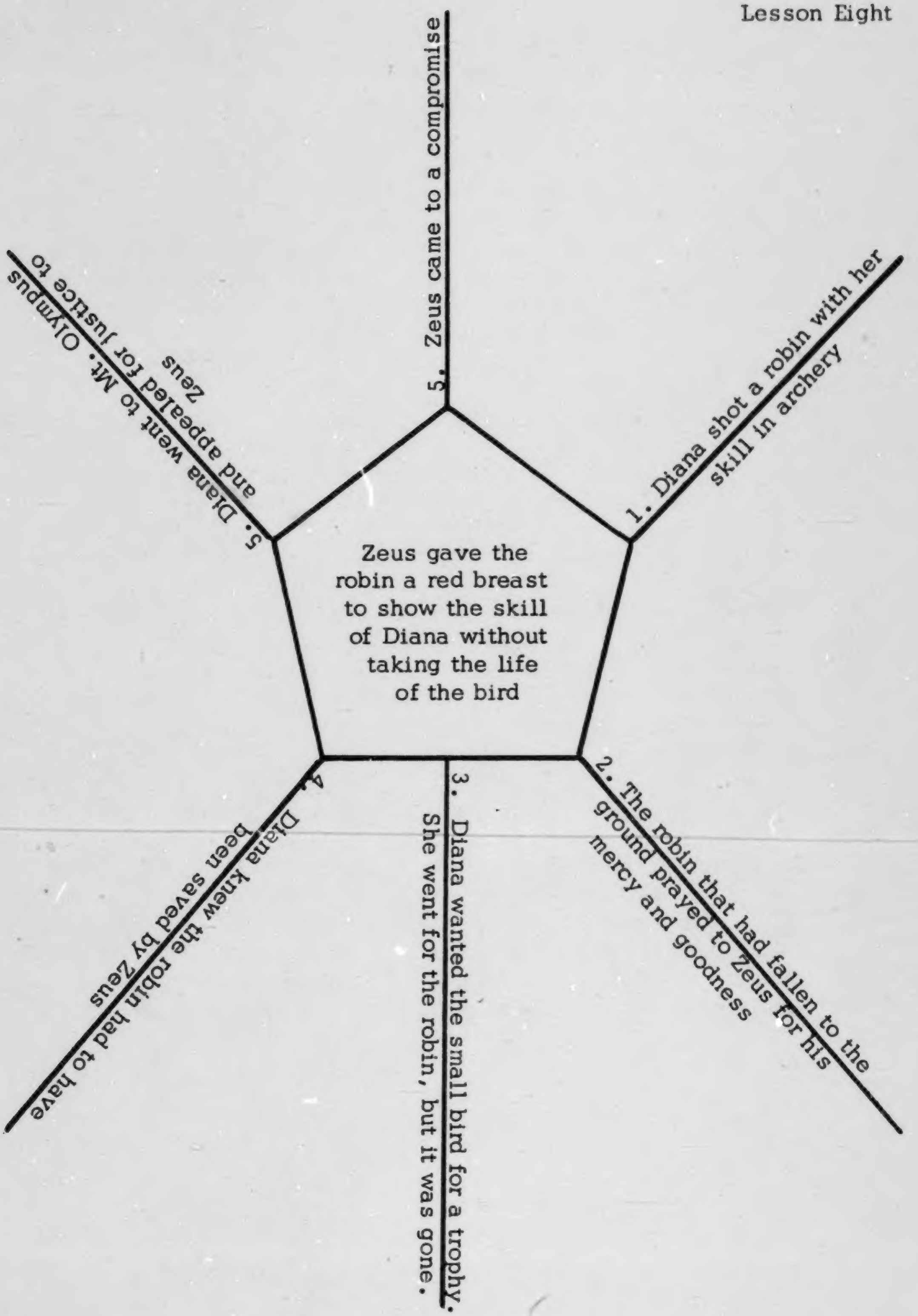
Achievement of lesson objective will be evaluated by:

A MASTERFUL COMPROMISE

Once in the days of antiquity, the gallant huntress, Diana, was roving through the wood, when she spied a robin nestled in the branches of a shady elm. Desiring to demonstrate her skill in archery, she used the robin as a target and aimed her arrow straight and true. The robin fell to the ground wounded and dying. Diana was pleased with herself and found reason to rejoice--taking much pride in her skill. The robin, weeping, began to pray to Zeus, supreme ruler of all gods and mortal creatures. Although he was far off on Mount Olympus, Zeus, flattered by the robin's recognition of his power, heard the plea of the pathetic robin and took pity upon his fate. Thus Zeus reversed the robin's fortunes and miraculously healed him. In panic, the robin fled into the trees, but, all the while, he thanked Zeus for his mercy and goodness.

Now, it so happened that Diana wanted to take the dead robin back as a trophy. It was no small feat to slay a tiny bird from so far a distance. But, as Diana drew close to the spot where the robin had fallen, she detected no sign of the bird. The only trace that remained was the blood that the afflicted bird had shed. Diana was not only skilled but clever as well and she knew that the bird could have escaped only with the divine intervention of Zeus. Enraged at Zeus' meddlesome interference, Diana appealed for justice to the gods on Mount Olympus.

Zeus, the supreme ruler, was placed in a precarious position. He could not afford a rebellion of the gods, and to put down the insurrection by resorting to the mighty thunderbolt would be a sorry victory indeed, for he would lose many of his most powerful messengers and allies. Pondering the problem, Zeus hit upon a diplomatic compromise. He decreed that, henceforth, the robin would always bear a red breast. The redness would symbolize the superior marksmanship of Diana who easily wounded her prey, and also serve as a reminder of Zeus' goodness and great wisdom.



Zeus gave the robin a red breast to show the skill of Diana without taking the life of the bird

1. Diana shot a robin with her skill in archery

2. The robin that had fallen to the ground prayed to Zeus for his mercy and goodness

3. Diana wanted the small bird for a trophy. She went for the robin, but it was gone.

4. Diana knew the robin had to have been saved by Zeus

5. Diana went to Mt. Olympus and appealed for justice to Zeus

5. Zeus came to a compromise

LESSON PLAN FORM

Name Teacher B

Lesson Title: Reading by The Genera - Essay

Lesson Objective: Read further in essays representative of The Women's Movement and gather data for writing a paper using quotes one strongly agrees or disagrees with to support a philosophy of Women's Lib as each student sees it.

Reading skill objective:

Reading for the main idea - paragraph.

To achieve the reading objective the teacher/student will:

Use group discussion and participation to model a method for arriving at main idea.

To achieve the lesson objective the teacher/student will:

Read the essay, "The Oppressed Emancipated Woman, by Eric Goldman.

Evaluation:

Achievement of reading skill will be evaluated by:

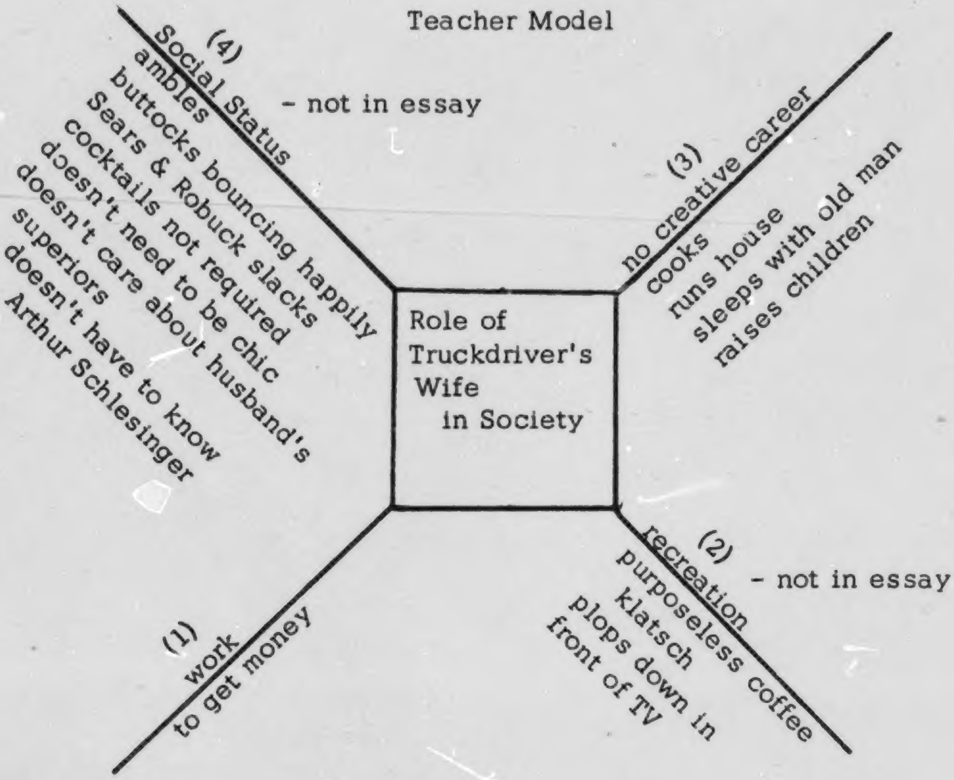
Class product.

Achievement of lesson objective will be evaluated by:

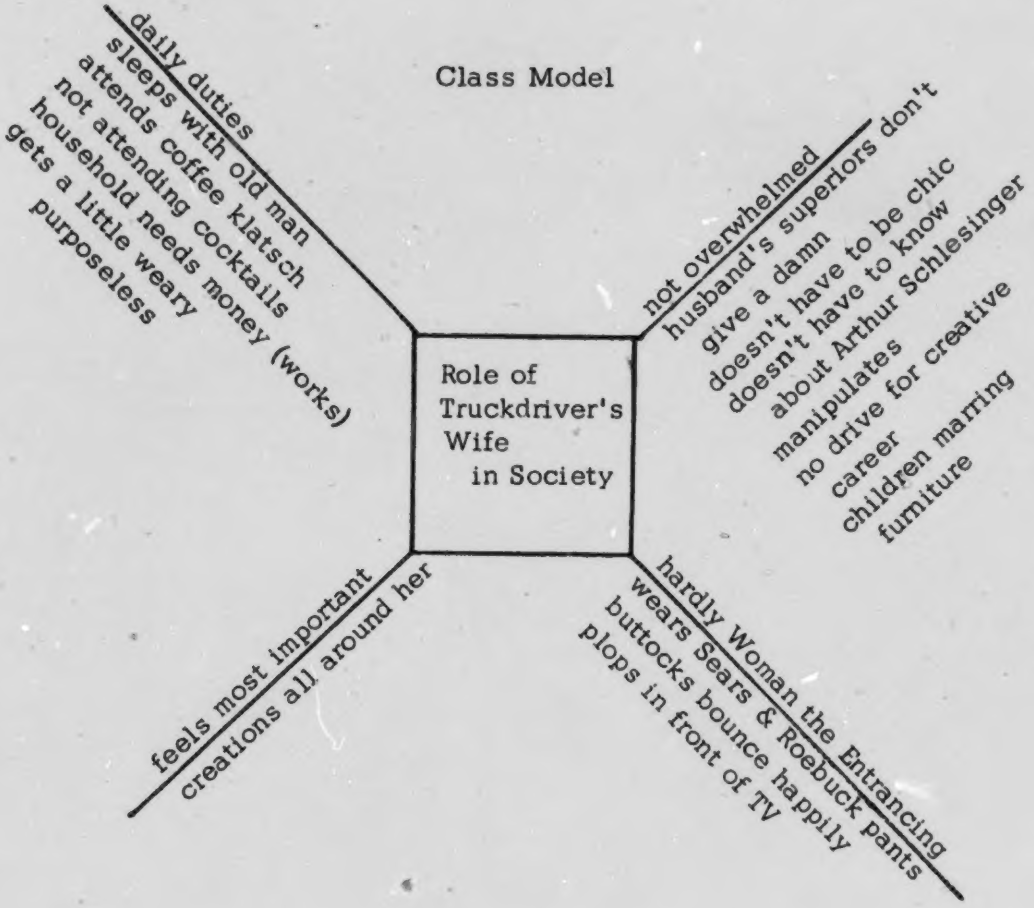
A written paper.

THE ROLE OF THE TRUCK DRIVER'S WIFE IN SOCIETY

They are hardly Woman the Entrancing, but they are also not Woman the Overwhelmed. The truck driver's wife has no problem about her "role in society." She's there, she cooks the dinner and runs the house, sleeps with the old man, raises the children, and, when she gets a little weary of it all, plops down in front of the TV. She has no need of a creative career. Her creations are all around her, scratching up the furniture, clouting her eardrums, making her feel the most important person in the world. If she goes to work, it is for a plain, untraumatic, easily terminable reason: The household needs money. She doesn't have to squeeze out time to have cocktails with her husband's superiors. Her husband's superiors don't give a damn about her, or she about them. She doesn't even have to be chic or up on the latest thinking of Arthur Schlesinger, Jr. She just gets up, performs her tasks, manipulates in her own amused way the inanities of a world that men have persisted in creating, and ambles off to a magnificently purposeless coffee klatsch, her buttocks bouncing happily in Sears and Roebuck slacks.


Teacher Model
Role of Truckdriver's Wife in Society
(4)
Social Status
- not in essay
ambles
buttocks bouncing happily
Sears & Robuck slacks
cocktails not required
doesn't need to be chic
doesn't care about husband's superiors
doesn't have to know Arthur Schlesinger
(3)
no creative career
cooks
runs house
sleeps with old man
raises children
(2)
recreation
- not in essay
purposeless coffee klatsch
plops down in front of TV
(1)
work
to get money

Class Model



Role of Truckdriver's Wife in Society

daily duties
sleeps with old man
attends coffee klatsch
not attending cocktails
household needs money (works)
gets a little weary
purposeless

not overwhelmed
husband's superiors don't
give a damn
doesn't have to be chic
doesn't have to know
about Arthur Schlesinger
manipulates
no drive for creative
career
children marring
furniture

feels most important
creations all around her

hardly Woman the Entrancing
wears Sears & Roebuck pants
buttocks bounce happily
plops in front of TV

LESSON PLAN FORM

Name Teacher I

Lesson Title: Pop-overs

Lesson Objective: To learn the correct preparation method for making Pop-overs.

Reading and Listening skill objective:

To be able to follow the recipe for Pop-overs.

To achieve the listening objective the teacher/student will:

Give a demonstration on the method given in the recipe for making the Pop-over batter.

To achieve the lesson objective the teacher/student will:

After giving the demonstration, the teacher will have the students remember what they can about preparing Pop-overs by having the students use the Guided Reading Procedure (GRP) form to state what they should do in making Pop-overs.

Evaluation:

Achievement of reading skill will be evaluated by:

The GRP forms that the students fill out will be checked to see if the main ideas were covered.

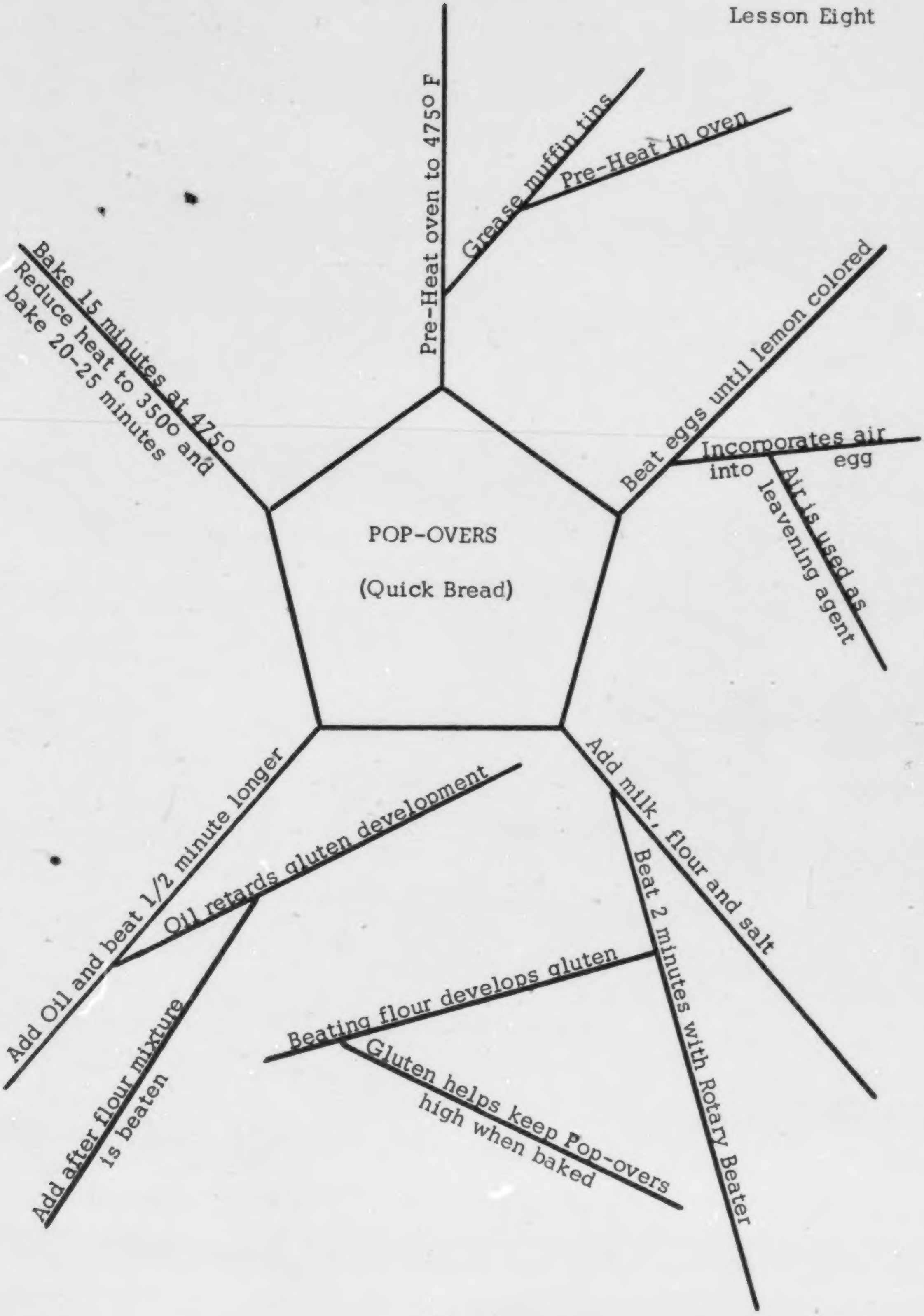
Achievement of lesson objective will be evaluated by:

A lab class where the students prepare Pop-overs.

POP-OVERS

2	eggs, beaten
7/8 c.	milk
1 c.	flour
1/2 tsp	salt
1 tlb	salad oil

1. Preheat oven to 475°. Grease muffin tins and preheat in oven.
2. Beat eggs until lemon colored. Add milk, flour, and salt.
3. Beat with rotary beater 2 minutes. Do not overbeat.
4. Add oil and beat 1/2 minute.
5. Fill heated muffin tins 1/2 full. Put in oven. Bake 15 minutes. Reduce heat to 350° and bake for 20-25 minutes or until golden brown and dry.


POP-OVERS
(Quick Bread)
Pre-Heat oven to 475° F
Grease muffin tins
Pre-Heat in oven
Beat eggs until lemon colored
Incorporates air into egg
Air is used as leavening agent
Add milk, flour and salt
Beat 2 minutes with Rotary Beater
Beating flour develops gluten
Gluten helps keep Pop-overs high when baked
Add Oil and beat 1/2 minute longer
Oil retards gluten development
Add after flour mixture is beaten
Bake 15 minutes at 475°
Reduce heat to 350° and bake 20-25 minutes

LESSON NINE

Comprehension: Complicated Sentence
Punctuation, Sequence

January 16, 1980

Share and Tell

Break

Unravelling Complicated Sentences

Complicated Sentence Activity

Subject and Verb Activity

Punctuation

Assignment

UNRAVELING COMPLICATED SENTENCES

The teaching of sentence comprehension, usually considered the role of the English teacher, is actually the responsibility of every content teacher as you help your students read the language of the subject. Knowledge of grammar is as much a part of your professional preparation as the knowledge of the subject matter of the discipline you are teaching.

The following are tools to help students unravel complicated sentences they meet in content reading.

* The main parts of a sentence are the subject and verb. This is often called the "kernel sentence."

* A noun names a person, place, or thing and is the simple subject. The word is a noun if it makes sense when put into the blank space in this test sentence:

  The ________________ is/are here.

* The verb expresses being, action, or occurrence. A word or group of words is a verb if it makes sense when put into the blank space in this test sentence:

  He/She/It/They ________________(something).

SUBJECT AND VERB ACTIVITY

DIRECTIONS: Read the following facts concerning people and countries of the world. In each sentence circle the subject (noun or pronoun) and underline the verb (showing action).

1. China has the longest continuous tradition of national identity - 4000 years.

2. The War of the Spanish Succession or Queen Anne's War between France and England lasted five years. It was started when Mrs. Mashaur, an English woman, spilled a glass of water on the Marquis de Torey, a Frenchman. He said she did it deliberately. She said it was an accident.

3. Mother Goose was Elizabeth Foster, born in 1655 in Charleston, Mass., married Isaac Goose and became mother to 16 children.

4. About 90% of the world's grapefruit are grown in the United States.

5. Girls of a certain South African tribe wear fringe over the forehead to make them cross-eyed.

6. The oldest author in the world is Mrs. Alice Pollock whose latest book was published in March 1971, when she was 102.

7. The Faversham Oyster Fishery Co. of England has existed since before 1189.

8. A Belgian Jesuit priest constructed a two feet long model of a car in the 1600's.

PUNCTUATION

Standardized marks and signs of punctuation are used to clarify meaning by separating words into sentences, clauses, and phrases. The test for needed punctuation is the proper speech inflections used when reading a selection aloud.

Common marks of punctuation:

- Commas mark pauses, separate a series, or set off.
- Period, question mark, or exclamation points end it all.
- Semicolons mark equality, separate major sentence parts needing more distinction than a comma.
- Colons mark anticipation.
- Quotation marks identify titles, speech, etc.
- Apostrophe shows possession or omission of letters.
- Parenthesis shows entrance of explanatory material.
- Hyphens divide words.

The above are simplified. If more information is desired, refer to sources in the bibliography.

Lesson Nine

SEQUENCE

The human mind has a natural tendency to place ideas in a logical sequence or order and try to see relationships between them. If order cannot be brought to the ideas, or a relationship identified, the mind becomes frustrated. When this state exists in your students, "you've got big trouble." Either they will obediently turn the pages in your text to get the job over with or they will create discipline problems as they act out their frustrations.

Here's what you can do about it.

Help your students to:

- Identify step-by-step order.
- Rearrange the steps that are out of sequence in a selection into correct sequence.
- Identify facts and ideas that are arranged in sequence.
- Recognize words which suggest sequence of events.

ASSIGNMENT

- * Work with students to provide meaningful experiences incorporating the skills discussed during this session.
- * Journal.

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher F

Lesson Title: Importance of Punctuation in Writing

Lesson Objective: The students will realize the importance of correct punctuation in their writing.

Reading skill objective: The students will learn the use of commas to separate words and numbers in a series, to set of an appositive, and to separate a dependent clause at the beginning of a sentence.

To achieve the reading objective the teacher/student will:

Write sentences using the various rules of punctuation as the rules are presented by the instructor.

To achieve the lesson objective the teacher/student will:

1. The teacher will present the punctuation rule. Example sentences will include student names and experiences.
2. After each rule is presented, the students will compose their own examples.
3. The teacher will check the students' work while they are writing.
4. The next day there will be a review if necessary. Work sheets are available if a student needs practice.

Evaluation:

Achievement of reading skill will be evaluated by:

A final examination consisting of sentences the students have composed in class.

Achievement of lesson objective will be evaluated by:

A daily check of the sentences the students wrote.

LESSON PLAN FORM

Name Teacher G

Lesson Title: Sequence

Lesson Objective: To learn the sequence of events in an arrest and suspect's rights.

Reading skill objective: To take a list of situations in a case and put them in correct order as if you were the arresting officer.

To achieve the reading objective the teacher/student will:

Provide a list of terms to be put into order.

If terms are out of order, arrest is illegal.

To achieve the lesson objective the teacher/student will:

Make a legal arrest while guaranteeing and providing for legal rights for the suspect.

Probable cause
Reasonable suspicion
Identification
Arrest (Felony)
Search or Arrest Warrant
(Misdemeanor)

Miranda decision
Questioning
Attorney
Questioning stopped
Booking
Confession

Evaluation:

Achievement of reading skill will be evaluated by:

Order and explanation of terms.

Achievement of lesson objective will be evaluated by:

Same

ARREST AND A SUSPECT'S RIGHTS

Put the following terms in order of sequence in the following situation of suspected crime and arrest:

Booking

Questioning

Miranda decision

Probable cause

Confession

Attorney

Questioning stopped

Warrant, arrest

Warrant, search

Identification

Cause for warrant
  a. misdemeanor
  b. felony

Reasonable suspicion

Arrest

LESSON PLAN FORM

Name Teachers A and E

Lesson Title: Subject/Verb Recognition

Lesson Objective: To apply Subject/Verb recognition to problem resolution.

Reading skill objective:
1. To properly identify Subject/Verb.
2. To improve comprehension through them.

To achieve the reading objective the teacher/student will:

Teach sentence analysis and give work sheet to student. After, teacher will analyze results and decide further action.

To achieve the lesson objective the teacher/student will:

Read and decide which words are subject and verb and work story problem if able, or be able to explain why he can't.

Evaluation:

Achievement of reading skill will be evaluated by:

Comparing results of this sheet with other story problems.

Achievement of lesson objective will be evaluated by:

SUBJECT/VERB

KEY

A bushel of potatoes weighs 60 pounds. It is said that 60% of this weight is made up by the water in potatoes. How much water is there in a bushel of potatoes?	36 lbs.
A soap advertises that it is 99-44/100% pure. If this is true, what percent represents the impurities?	56/100%
An apartment has been rented to Barry Kalish. What is the total cost of the apartment from the time the lease starts to the time the lease is up?	1. Amount of rate missing. 2. Length of time missing.
Jerry's lot measures 50 feet by 150 feet. What is the perimeter of his lot?	400 ft.
Jan's kitchen measures 12 feet by 16 feet. How many square feet are there in the kitchen?	192 sq. ft.
A stock rancher sold some stock through a commission house. The sale price was $15,250, and the commission was 6%. How much was paid in commission?	$915.00

LESSON PLAN FORM

Name Teacher B

Lesson Title: Punctuation - Sequence

Lesson Objective: Reading essays.

Reading skill objective: To see how the author puts together paragraphs of exposition.

To achieve the reading objective the teacher/student will:

Order or sequence scrambled specifics from selected paragraphs into original student-written paragraphs.

To achieve the lesson objective the teacher/student will:

1. Teacher may choose paragraphs and take them apart into their basic specifics.
2. Student using miscellaneous lists will order and come up with a paragraph which has unity, coherence and emphasis.

Evaluation:

Achievement of reading skill will be evaluated by:

Oral critique of each person's writing.

Achievement of lesson objective will be evaluated by:

Seeing more of a willingness in students to want to read essays because they understand more of what they are reading.

THE PARAGRAPH

A paragraph has three characteristics: it must have unity--it should always be about the same subject; it must have coherence--each point should lead to the next point; and it must have emphasis--the most important points should be in the most important places.

I have scrambled the specifics of a paragraph. You are to work out a sequence in which you take a male sperm whale from the surface of the ocean, run him down 3000 feet, and then intimate that he will surface again.

This paragraph will make only one point--its purpose, to get this great leviathan down, down on a long slanting course to a point 3,000 feet deep, where the pressure on this great and magnificent animal is 100 tons per square foot of his body surface (he is so big he weighs 40 tons), where the pressure is so tremendous that until recently man's best efforts at building submarines were inadequate to descend to such depths (even now only our best atomic submarines can get down so far without being crushed); where the whale's tendons creak under this immense strain, literally being, to some extent, torn assunder. And then in that utter blackness you will have him go after his favorite delicacy--the giant squid. Your paragraph will have unity because I have chosen the specifics. You must achieve the coherence and emphasis necessary to write a good paragraph.

1. Where does the harem bull go in broad daylight on an open sea?
2. Eventually he will rise to blow and belch.
3. Lungs feel the strain.
4. Muscles press.
5. Deathly cold and quiet.
6. Begins to search for prey.
7. Luminescent fishes.
8. Red black muscles of his flesh begin to pour their hidden stores of oxygen into his veins.
9. Strong blobby creatures brush past his undulating tail.

10. At a depth of three thousand feet he levels off.

11. Undulates, presses firmly down.

12. Guts rumble.

13. Down, down on a long, slanting course.

14. Draws a dozen deep drafts of air.

15. Sonar device in his great dome is operating at full peak.

16. As he goes steadily deeper.

17. Pressure is now one hundred tons to the square foot.

18. And for 1/2 hour he will not surface again.

19. Lungs flame in agony.

20. The pressure gains.

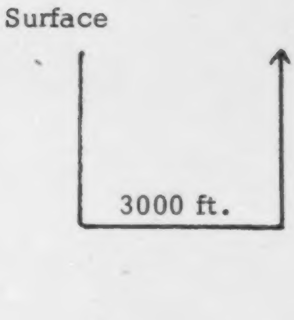
21. Tendons creak.

22. Heart beat drops to ten per minute, barely thumping, slow, pumping five gallons a stroke.

23. How the massive beds of fat begin to serve--their spongy, oily cells rexax and offer up their air.

24. Blood retreats from limbs and skin and tail; it keeps alive the massive brain and heart.

24. Through zones of green and purple to utter blackness below.



How your paragraph should flow

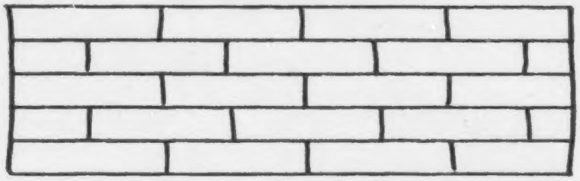
Lesson Nine

BUILDING PARAGRAPHS

Use these facts--one of 40-50 kinds of specifics--to build two paragraphs, (1) to Show Sheldon up in a negative vein, and (2) to hold Sheldon up in a positive light. You cannot add facts. You may have to add words to make your paragraph flow smoothly.

A BRICK WALL IS LIKE A PARAGRAPH, or rather vice versa

Many courses or sentences make up a paragraph.



The course is analagous to a sentence.

The specific is comparable to each brick.

In public school you were taught, well, whatever you were taught it wasn't writing. You were taught that you wrote to think. You were immediately asked to write sentences. This resulted in nothing. And you know it.

I want you to think in order to write. Thinking is writing. To do this you must do the following in this order:

1. Gather specifics--professional writers use a 200/1 reduction or throw away rate. Hugh Nibley at BYU, in order to write one book, read 2000 books. His throw away rate was 2000/1.

2. Dredge for patterns--some similarity or connection.

3. Order specifics. You must search for a subject.

4. Cast into sentences.

5. Finally, write into a paper built with paragraphs. This writing is called the Zero Draft. After all, the paragraphs mean nothing, neither to you nor to me.

6. Develop a critical eye.

BUILDING PARAGRAPHS (cont.)

7. Rewrite and rewrite and rewrite. Bill Faulkner wrote the last page to the Sound and the Fury 68 times, I believe it was--from scratch. When asked why, he answered, "I was trying to get the damn words right."

ASSIGNMENT:

Name:	Wallace Randale Sheldon	
Position:	United States Senator seeking third term, Chairman of the Policy Affairs Subcommittee.	
Physical Description:	Age:	69 years
	Height:	Six feet, two inches
	Weight:	223 pounds
	Appearance:	White-haired, pink-cheeked
Background:	Clerk in hardware store who rose to be millionaire manufacturer of plumbing supplies.	
What he said in Washington:	"I oppose the President's Tax Proposal."	
Where he campaigned:	Thompson Falls, Woodstown, Beaver City, Black City, Badger	
How he traveled:	In a 1968 Ford	
How his audience reacted:	They cheered	
What he said back home:	"Some of my colleagues complain about campaigning. I don't. I think it is our duty to talk to people and to listen. Because of what you've told me about how you feel and why, I'm going to change my position and vote for the Tax Bill."	

LESSON PLAN FORM

Name Teacher C

Lesson Title: Grammar: Identifying Subject/Predicate and "Kernel Sentence."

Lesson Objective: The student will increase skill in identifying the two major parts of a sentence: subject and predicate.

Reading skill objective: Student will also determine the simple subject and verb from each part and begin to recognize the parts of speech.

To achieve the reading objective the teacher/student will:

The teacher will review the concepts of subject and predicate and the kernel sentence (simple subject and verb) with the student.

To achieve the lesson objective the teacher/student will:

1. The teacher will select several sentences from fourth level reading materials.
2. Using the college bowl idea and a quiz-o-matic apparatus, the teacher will read a sentence out loud.
3. The students will participate in a group, and all members will attempt to identify the part of the sentence called for by the teacher. The first to push the buzzer must answer the question.

Evaluation:

Achievement of reading skill will be evaluated by:

Scores will be kept on each student and team.

Achievement of lesson objective will be evaluated by:

LESSON PLAN FORM

Name Teacher I

Lesson Title: Sewing Skills Sequence

Lesson Objective: The student will learn to follow the directions in a pattern guide sheet.

Reading skill objective: After reading a pattern guide sheet the student will be able to follow the written or pictured directions for construction of a sewn garment.

To achieve the reading objective the teacher/student will:

1. Have a class discussion of the different things found on a pattern guide sheet, while the students study guide sheets furnished by the teacher.
2. Have the students follow the guide sheets for information during the class discussion.

To achieve the lesson objective the teacher/student will:

1. Provide a worksheet that lists basic sewing construction steps that are shown on the pattern guide sheet. These will not be in order of construction and the student will put the steps in the proper sequence.

Evaluation:

Achievement of reading skill will be evaluated by:

1. Teacher evaluation of student knowledge during the class discussion.
2. Grading the worksheet that the student completes.

Achievement of lesson objective will be evaluated by:

This will be an ongoing evaluation as the student completes the garment that is being constructed.

GUIDE SHEET SEWING STEPS

Below are listed steps found on a guide sheet. Put the steps in the proper sequence as the shirt is to be constructed.

Grainline on straight of grain fabric with right sides together.

Clean-finish unnotched edge.

Shorten or lengthen pattern.

Cut multiple notches as a group.

Apply interfacing to wrong side.

Stitch darts.

Fit sleeve to armhole edge, placing large notches at shoulder seam.

Trim corners of collar.

Grade seams.

Pin collar to neck edge.

Ease-stitch upper edge of sleeve between notches.

Make hand or machine buttonholes in right front at markings.

Transfer markings.

Stitch side seams in continuous seams.

Cut on cutting line.

Stitch collar sections together.

Clip seam at shoulders.

Stitch back to fronts at shoulders.

Narrow hem lower edge of shirt.

Proper sequence of shirt construction:

LESSON PLAN FORM

Name Teacher D

Lesson Title: Forming a Complete Sentence with the Correct Verb Tense

Lesson Objective: To give students practice in forming complete sentences using the correct verb tense and listening comprehension.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

1. Review the past, present and present continuous tenses.
2. Review necessary vocabulary for the game.
3. Divide the class into two teams.

To achieve the lesson objective the teacher/student will:

1. Participate in review questioning by identifying certain words which indicate time, as being present, past or present continuous.
2. Participate in the game activity by trying to form sentences using correct verb usage.

Evaluation:

Achievement of reading skill will be evaluated by:

The students' ability to form a complete sentence, ability to comprehend what was said by the teacher, and ability to respond using the correct verb form.

Achievement of lesson objective will be evaluated by:

Response to game.

LESSON PLAN FORM

Name Teacher L

Lesson Title: Subject/Verb

Lesson Objective: To get the students to write simple sentences.

Reading skill objective: Same

To achieve the reading objective the teacher/student will:

The teacher has cards with subject and verbs and the students must put the sentences together correctly. They were taught a controlled vocabulary through pictures first. Then they had to say and write the sentence they made.

To achieve the lesson objective the teacher/student will:

Same as above.

Evaluation:

Achievement of reading skill will be evaluated by:

Ability to say and write a correct sentence.

Achievement of lesson objective will be evaluated by:

Same

LESSON PLAN FORM

Name Teacher H

Lesson Title: Every sentence must have a subject and a verb

Lesson Objective: To teach students to pick out subject and verb and preposition. To avoid picking out the object of a preposition and using it as anything else.

Reading skill objective: To see the basic construction of the sentence so the reader knows what to expect as he reads.

To achieve the reading objective the teacher/student will:

Be aware of the subject, the verb, the prepositional phrase.

To achieve the lesson objective the teacher/student will:

Use the blackboard and draw two lines under the verb, a circle around the preposition with an arrow to its object, and place one line under the subject. Even though we talk about verbals and objects of verbs, we will not attempt to do anything with them.

Evaluation:

Achievement of reading skill will be evaluated by:

Having the class respond "as a class" and listening for variants and watch for those not responding.

Achievement of lesson objective will be evaluated by:

Private discussion and by group response.

SENTENCE CONSTRUCTION

Every sentence must have a subject and verb to be a sentence.

First, pick out the verb. This is something you can do,or one of the words such as: is, am, was, were, has, had, are, does, do, will, shall, could, would, can, may, etc.

(You may find out later some of them are not verbs, but start there.)

Second, pick out the prepositions. These are words on a list and must have an object: in, on, into, after, before, between, of, etc. Sometimes they come in groups such as: on account of, etc. All come in phrases such as: in the house, on the roof, after the dance, before school, between classes, etc. IF THEY ARE ALONE THEY ARE NOT PREPOSITIONS: I went in.

Third, pick out the subject by asking who or what RAN:

The dog RAN after the horse.

One of the girls was wearing yellow.

Running races is good practice for good health.

The larger of the boys dislikes picking cotton.

To succeed is his intention.

The book on the desk is blue.

A dog ran under the fence.

Lesson Nine

SENTENCE CONSTRUCTION

Sometimes sentences appear to be two sentences. They are called clauses. Analyze these as though they were separate sentences.

I saw the horse which you bought.

The girl who sat beside me is my cousin.

That is the place where we saw the deer.

She will run if we help her.

Mother met us when we arrived.

That you succeed is important.

My brother said that he had won the prize.

The truth is that he bought the house.

John goes to college, but Mary stays at home.

He lost the knife that he bought, but he may find it.

LESSON PLAN FORM

Name Teacher H

Lesson Title: Prepositions

Lesson Objective: To teach ESL students to identify prepositional phrases and distinguish them from other uses in the sentence.

Reading skill objective: To teach students to see groups of words and ideas instead of single words.

To achieve the reading objective the teacher/student will:

Begin using words on the board and sentences and show use (diagrams) and relationships before allowing the students to do the exercise.

To achieve the lesson objective the teacher/student will:

Write the sentences on the board while the students are marking: two lines under the Verb, a circle around the Preposition with an arrow to its object, and putting one line under the simple subject.

Evaluation:

Achievement of reading skill will be evaluated by:

Students being able to identify the word groups.

Achievement of lesson objective will be evaluated by:
Having each student go to the board after he has done some sentences at his seat and mark just one sentence while the teacher continues to put more sentences on the board.

Lesson Nine

PREPOSITIONS

These are Prepositions:

- about
- above
- across
- after
- against
- along
- amid
- among
- around
- at
- before
- behind
- below
- beside
- between
- beyond
- (but)
- by
- concerning
- despite
- down
- during
- except
- for
- from
- in
- into
- near
- of
- off
- on
- over
- since
- through
- till
- to
- toward
- under
- until
- up
- upon
- with
- within
- without

If a preposition does not have an object, it is not a preposition: He went in.

To be a good object it needs to be the name of something: The boy stood by the house.

These also are prepositions. They are called Phrasal Prepositions. They are used just like the prepositions in the first list.

- ahead of
- in opposition to
- according to
- in spite of
- instead of
- because of
- on account of
- side by side with
- due to

LESSON PLAN FORM

Name Teacher H

Lesson Title: Pronouns

Lesson Objective: To continue the verb, preposition phrase, subject, object of verb discussion by showing the necessity of knowing use if the proper pronoun is to be used.

Reading skill objective:

When seeing a pronoun, the reader is alerted as to its use by the form of the pronoun.

To achieve the reading objective the teacher/student will:

Do some further diagramming (no students to diagram) to show relationships of words to each other.

To achieve the lesson objective the teacher/student will:

Explain again the easy way to identify VPS and leave the students to mark sentences without help.

Evaluation:

Achievement of reading skill will be evaluated by:
Putting the sentences on the board and have the students come to the board and each do one sentence with designated markings.

Achievement of lesson objective will be evaluated by:

Most students will be able to mark a chosen sentence correctly.

Lesson Nine

SENTENCE CONSTRUCTION

At the beginning of a sentence use a subject usually. At the beginning of a sentence us an object usually or after a preposition.

SUBJECT		OBJECT		SENTENCES WITH PRONOUNS
I	we	me	us	She saw us.
you	you	you	you	One of them walked with us.
he	they	him	them	She showed me her watch.
she	they	her	them	What did I bring?
it	they	it	them	We saw rocks and trees.
who	who	whom	whom	Mary is the girl who sang.
				The girl whom you saw is Jane.

POSSESSION		SUBJECT AND VERB		
my	our	I'm	I am	I can see my hat.
your	your	you're	you are	Your cat has fur.
his	their	he's	he is	Their house is very big.
her	their	she's	she is	Her house is small.
its	their	it's	it is	It's hot in its mouth.
whose	whose	they're	they are	They're in their house.
Mary's		they don't	they do not	Mary's socks don't show.

Flowers bloom.
Squirrels climb trees.
Shakespeare wrote plays.
Denver is in Colorado.
Fish swim.
The carpenter built a house.
The girls gathered flowers.
She sang beautifully.
She sang a song.
Dad planted shrubs and flowers.
The little old man laughed.
The boy at the desk is Fred.
The girl whom you saw is Jane.
The lonely old man spoke kindly.
The book on the desk is green.
Mary is the girl who sang.
Have you received the book?

Girls and boys play tennis.
He came with me.
She needs our help.
He has not come.
Our work was done and we went home.
Betty Miller is a singer.
The book should have been returned.
The boy sent his airplane out the window.
Flowers and trees are beautiful.
Girls and boys study and play.
Boys and girls sing and play.
Mary and Ruth played and sang at the party.
Our team won the game.
I was not at home when he came.
She said that she would accept the offer.

CONSTRUCTION EXERCISE

1. Draw two lines under the verb.
2. Draw a circle around the preposition (or phrasal preposition) and an arrow pointing to its object.
3. Draw one line under the subject of each verb.
4. If there is more than one verb in the sentence (clauses), mark like two sentences.

If a salesman is clever, he talks to different men and women in different ways.

A good salesman has his tricks of trade.
Talk about them together.
Many of you probably resent the high-pressure salesman.
This kind of salesman pushes you into a purchase.
He harangues you with vigor.
You vainly look for a means of escape.
In spite of your better judgment, you finally buy from him.
After that type of salesman comes the flatterer.
This salesman plays upon your vanity.
He or she raves in gushing terms over his product.
In your sales talk were you either one of these types?
Did you show respect for the intelligence of your listeners?
We are constantly selling something to someone.
Ideas of one kind or another come within our range of salesmanship.
In spite of opposiiton a good salesman can lead his listeners into belief.

Fresh water on board ship in the eighteenth century was a severe problem.
The water in the barrels became brackish within a week after sailing.
Water in iron vessels kept fresher than water in wooden barrels.
Iron rush colored the water with a reddish tinge.
Sailors with a mechanical turn of mind often tried to make fresh water from sea water.
Christopher Columbus carried on the trip to America an apparatus for the distillation of sea water.
During the greater part of the time, however, drinking water was rationed.
Two quarts of water for each day was the limit.
This had to serve for drinking, for bathing, and for laundering.

LESSON TEN

Comprehension: Connective Words
Cause and Effect
Sequence

January 30, 1980

Share and Tell

Break

Connective Words and Activity

Cause and Effect Activity

Using Textbook, Film, and Newspaper

Assignment

CONNECTIVE WORDS

Connective words serve as valuable tools to assist in accurate comprehension. These words give the reader a clue to the type of sentence or paragraph he is reading, such as: cause and effect, time relationship, and others. Although connectives have little meaning of their own, they do indicate certain messages.

Some frequently used connectives and the functions they serve include the following:

Contrast:	but, on the contrary, while, whereas, notwithstanding, on the other hand, coversely, despite..
Conclusions:	consequently, for this reason, in short, in retrospect, in conclusion, therefore, accordingly...
Cause and effect:	as a result, because, since, so that, for this reason, caused by, leads to, therefore, consequently...
Relationship:	between, adjacent, toward ...
Relationship of time:	while, formerly, at the same time, meanwhile, finally, when, during, soon, before, after...

The principles of vocabulary suggested earlier also apply to the teaching of function words. To review a few pertinent concepts:

Teach connectives - Consistently.
In context of the subject.
By regularly including them in your lessons.
In frequent activities and reviews.

Copyright

CONNECTIVE WORDS WORKSHEET
for
TEXTBOOK

Connective Word	Relationships	

Copyright

CAUSE AND EFFECT

The Development of Meaning

Students need to learn to conceptualize. Depth and variety of experience are most significant in achieving this. The broader the concept, the more abstract it is. Therefore, a greater amount of experience is needed for concept formation.

Pupils go through stages as they learn to bring meaning to ideas.

They develop:

- Concrete and specific concepts first,
- Concepts of time-in-sequence, latitude, date line, zone, altitude, longitude, and sphericity begin to develop about seventh grade,
- Cause and effect relationships around grade five.

The elements of culture, experience and emotion, plus the student's own perception of them, combine to make interpretation of words and stories a personal experience.

Copyright

CAUSE AND EFFECT WORKSHEET

for

VISUAL PRESENTATION

Cause	Effect

Copyright

What Happened (Cause)	Result (Effect)
News Item:	
News Item:	
News Item:	

Copyright

ASSIGNMENT

- Prepare exercises for use in your classes emphasizing:

  Connective words.

  Cause and effect including textbook and visual applications.

- Journal.

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teachers B and G

Lesson Title: Writing on effects of nuclear attack--cause--effect

Lesson Objective: Given a situation student will order specifics from least important to most important (climactic order). He will shape specifics to create an emotional response in reader--loneliness, terror, fear, abhorance, etc.

Reading skill objective: Student will read his writing before class. We will try to discover flaws in cause-effect logic.

To achieve the reading objective the teacher/student will:

Read writings out loud, first of course analyzing cause-effect in literature and films and writing in that organizational mode.

To achieve the lesson objective the teacher/student will:

Work with the students to gather specifics, shape specifics, order them in climactic order.

Evaluation:

Achievement of reading skill will be evaluated by:

Oral reading.

Achievement of lesson objective will be evaluated by:

Class discussion critique of each student.

SCIENCE FICTION THEATER - WORLD

Assignment:	A short story describing what it was like to survive the nuclear disaster. You may take a friend with you.
Challenge:	To describe life here in Ogden Valley after you came up from underground.
Time Period:	Your imagination.
Problem:	How did you organize yourself and others into a "civilized" new world with nothing as you know it now.

(All questions we have as instructors must be phrased in a connective word or phrase. Question causes effect.)

Factors:

- Desolation
- Loneliness
- Hunger
- Panic
- Landscape description
- Unlucky survivors - emotions
- People you knew - what happened?
- Fear
- Travel, if you choose to move - where to? How?
- Protection - weapon, clothing

- Sounds you hear
- Any crime? Looting? Riots?
- What is valuable to people now?
- What has happened to religion?
- Are people suspicious of each other or generous?
- Any fights, quarrels, disagreements?
- How do people identify themselves?
- What happened to the criminals, little children?
- Are any records left of what we were?
- Who do you go to for help?
- Are there leaders?
- Is there an invasion?
- How do you find out what has happened to the rest of the world? What has happened?
- Is money relevant?
- Is beauty still important?
- Is education important?
- Do you see courage, bravery, unselfishness in others?
- What do you accomplish to start again?
- Is age important? Are aged people kept alive?
- Greed - Do people do anything to insure self-survival?

The wall still smoked, its charred west side where the house had been burned evenly free of its white paint. The entire west face of the house was black save for three places. Here, as in a photograph, their images burned on wood in one titanic instant, a small boy, hands flung into the air; higher up an image of a thrown ball, and opposite him a girl, hands raised to catch the ball which never came down.

"Tim, Sally."

Shape your specifics:

1. Images of kids burned on wood in one titanic instant. Children--less specific than boy and girl.
2. A photograph (like a photograph)--clear, crisp lines.
3. Had as in a photograph, their images burned on wood in one titanic instant, a small boy, etc.

LESSON PLAN FORM

Name Teacher I

Lesson Title: Cause and Effect

Lesson Objective: To learn the reasons for cake failure. One cake will be regular, one cake will have too much egg, one cake will have too much sugar, and one cake will have too much flour.

Reading skill objective: Students should learn to follow the recipe correctly in order to achieve a good cake.

To achieve the reading objective the teacher/student will:

Prepare cakes following the method given in the lab experiment. The teacher will write the different methods on the board so the students will be able to read what to do for each method.

To achieve the lesson objective the teacher/student will:

Evaluate the results of the cakes for appearance, texture, flavor, and volume.

The cakes baked will then be graded by the students.

Evaluation:

Achievement of reading skill will be evaluated by:

Grading the cakes against the correct method.

Achievement of lesson objective will be evaluated by:

Students will be able to see what happens when incorrect measuring or incorrect amounts of ingredients are used in cakes.

LESSON PLAN FORM

Name______Teacher K______

Lesson Title: Cause and Effect Patterns in History

Lesson Objective: Given a history lesson the students will identify the causes in the rising of industry. They, too, will identify the effects of these causes, and at the end of the discussion they will realize that effect could also be causes for certain problems, etc.

Reading skill objective: Students will come to conclude that history is a chain of causes and effects and that effects in turn become causes and results in other effects, and so on.

To achieve the reading objective the teacher/student will:

1. Introduce cause and effect as observed in our present day society. (Use newspaper clippings.)
2. Discuss cause and effect relationship and clues to watch for (connectives).
3. Read the article.
4. Chart the cause and effects of each event.

To achieve the lesson objective the teacher/student will:

1. Teacher will give exercises based on real life situations.
2. Use historical events that took place.
3. Use social problems news as observed.
4. Use textbook and use knowledge acquired in identifying cause and effect.

Evaluation:

Achievement of reading skill will be evaluated by:

Giving students another article where they have to identify cause and effect relationship using real life situations make it easier for the students to understand the object of the lesson.

Achievement of lesson objective will be evaluated by:

LESSON PLAN FORM

Name Teacher L

Lesson Title: Cause and Effect Relationships

Lesson Objective: The objective of this lesson is to get students to realize how one cause can effect something else. Also to realize certain events usually take place that have an order.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

I read a folk tale to my students about Billy the Kid. They were then each given a part of the story. Then they had to put the story in order and read back to me. I then read the story to them again. They got it into the correct order and realized that cause-effect relationships were important for the order of the story.

To achieve the lesson objective the teacher/student will:

Same as above.

Evaluation:

Achievement of reading skill will be evaluated by:
The students were told to listed carefully to the story and that they would be expected to put the story in order. They really learned a lot about listening, sequencing, and cause-effect.

Achievement of lesson objective will be evaluated by:

Same as above.

CAUSE AND EFFECT RELATIONSHIPS

BILLY THE KID

A RANCHER WHO BEFRIENDED HIM AND GAVE HIM A JOB WAS KILLED IN 1878 IN A FRONTIER FEUD, THE LINCOLN COUNTY CATTLE WAR.	YOUNG HENRY FELL INTO THE WILD LIFE OF THE FRONTIER AFTER HIS MOTHER DIED IN 1874, AND SHOT A MAN TO DEATH IN A QUARREL NEAR FORT GRANT, NEW MEXICO.
HE BECAME A FUGITIVE AFTER THE KILLING AND WENT TO LINCOLN COUNTY, NEW MEXICO, USING THE NAME WILLIAM	HIS MOTHER, MRS. CATHERINE McCARTY MARRIED WILLIAM H. ANTRIM IN 1873.
THE FAMILY SETTLED IN SILVER CITY, NEW MEXICO, AND HENRY OFTEN USED HIS STEPFATHER'S NAME.	BILLY THE KID WAS A CATTLE THIEF AND KILLER IN NEW MEXICO. HE BOASTED OF 21 KILLINGS.

BILLY THE KID

HIS REAL NAME WAS HENRY McCARTY, AND HE WAS SAID TO HAVE BEEN BORN IN NEW YORK CITY.	THE KID WAS CONVICTED IN APRIL 1881, AND SENTENCED TO HANG.
PAT GARRETT BECAME THE SHERIFF OF LINCOLN COUNTY AND TRAPPED BILLY THAT YEAR.	ON APRIL 28, HE KILLED TWO DEPUTIES AND ESCAPED FROM JAIL.
THE KID, OUT FOR VENGEANCE STARTED A CAREER OF CATTLE STEALING AND KILLING.	HE WAS LATER CHARGED WITH THREE MURDERS.

LESSON PLAN FORM

Name Teachers A and E

Lesson Title: Connective Words in Math Story Problems

Lesson Objective: To give students an extra tool in solving story problems by using the meaning of connective words.

Reading skill objective: Comprehension of a sentence by seeing the cause/effect relationship of connective words.

To achieve the reading objective the teacher/student will:

Prepare a work sheet circling some connective words and explain concept when paper is passed out and again at evaluation.

To achieve the lesson objective the teacher/student will:

Write the message or meaning of the circled words or phrases in each problem and work the problem.

Now the student should evaluate if this skill gave them help in solving story problems.

Evaluation:

Achievement of reading skill will be evaluated by:

Student's opinion as mentioned above.

Achievement of lesson objective will be evaluated by:

Student's opinion.

LESSON PLAN FORM

Name Teacher D

Lesson Title: Connecting Words / But

Lesson Objective: To have students correctly use but in conversation and in sentence writing.

Reading skill objective: Same as above

To achieve the reading objective the teacher/student will:

Review necessary verbs for the exercise.
Read the short story to the students.
Discuss any new vocabulary.
Go over pronunciation of words.

To achieve the lesson objective the teacher/student will:

Listen to any class discussion.
Correctly use the connective word and verbs in sentences.
Do an activity sheet (Cloze).

Evaluation:

Achievement of reading skill will be evaluated by:

Oral responses to story questions.
The students' ability to apply this to "real" conversation.

Achievement of lesson objective will be evaluated by:

Same as above.

LINKING WORDS

I. The following words can be used to link two thoughts:

however)
but) CONTRAST
nevertheless)
yet)

and)
therefore) CAUSE/EFFECT
moreover) or
as a matter of fact) SIMPLE LINK

Use a word from the first group to indicate contrast between two thoughts. Examples:

1. I wanted to go, but I got sick.

   (wish contrasts with reality.)

2. Mary liked the dress; however, she thought it too expensive to buy.

Use a word from the second group to indicate a cause/effect relationship or to serve as a simple link between two ideas.

Examples:

1. I wanted to pass the test; therefore, I studied for hours.

   (cause - study = effect - passing grade.)

2. I went to the store, and there I saw her.

   (Simple link--no contrast.)

LINKING WORDS

Choose an appropriate word to fill in the blanks in the following sentences:

1. His employers realized that he was doing a very poor job ______________ they fired him.
2. Robert Frost may be a very great poet ______________ he can't get through to me.
3. We were sure that we had studied every item carefully ______________ we went back over the material just to be sure.
4. The temperature has dropped sharply in the last few hours ______________ we may be in for a big storm.
5. When I turned on the T.V. last night, I just caught the end of the news. I wanted to hear the rest ______________ I turned it back on at 10:00.
6. That one picture improved the room--but not enough ______________ I think I'll put up another one.
7. I hate horror movies ______________ I almost never go to them.
8. My aunt complained of feeling sick ______________ she made it to the party.
9. Dogs are nice to have as pets ______________ my dad says he'd rather not get one.
10. Christmas decorations used to stand for Christmas __________ now they seem to stand for Thanksgiving!

LINKING WORDS

II. We punctuate linking words in different ways, too. When you link two complete thoughts with:

, and
, but
, yet
, so

put a comma before the linking word.

Example:

We wanted to come, but we were too tired.

When you link two complete thoughts with:

; therefore,
; however,
; nevertheless,
; moreover,
; as a matter of fact,

put a semicolon before the linking word and a comma after it.

Example:

I told her to leave; therefore, I feel responsible for the accident.

Go back and punctuate the first ten sentences correctly. Notice that each sentence is made up of two complete thoughts separated by a linking word. Therefore, you can use the rules listed above to punctuate each one.

LINKING WORDS

III. These words do not always connect two complete thoughts. When

, therefore,
, however,
, moreover,
, nevertheless,
, as a matter of fact,

are used as interrupters (when they break into the middle of a single thought) put a comma before and after them. When they introduce a single thought, put a comma after them.

Example:

I tried, as a matter of fact, to call her this afternoon.

Therefore, we will do as he says.

Correctly punctuate the following sentences. Decide whether two complete thoughts are linked or one thought is interrupted or introduced. Remember: The rules are different punctuate accordingly.

1. Mother decided nevertheless to try to make it.
2. I thought as a matter of fact that he was right.
3. However I'm not sure it would be such a hot idea.
4. The daffodils were in bloom therefore we decided spring had come.
5. The room had been freshly painted nevertheless it still looked cold and lonely.
6. After reviewing the entire proceedings carefully I decided nevertheless to go.

LESSON ELEVEN

Comprehension: Interpretive and Critical Levels: Problem Solving

February 13, 1980

Share and Tell

Break

Objectives

Discussion of Critical Reading

Film with Study Guide: "Critical Thinking: Making sure of the Facts"

Problem-Solving Activity: Green Hollow Dam

Discussion of Results of Activity

Assignment

COMPREHENSION

INTERPRETIVE AND CRITICAL LEVEL OBJECTIVES

1. Read for Purpose

   Ability to recognize and understand author's purpose.
   Ability to judge reliability of author or source.

2. Evaluate Content

   Ability to evaluate content in terms of purpose.
   Ability to judge relevancy and adequacy of content.

3. Determine Fact and Opinion

   Ability to differentiate between fact and opinion.

4. Identify and Analyze Propaganda

   Ability to recognize overstatements or unfounded claims.
   Ability to identify unsupported generalizations.
   Ability to recognize exaggerations.
   Ability to analyze persuasive material.

5. Deal with Conclusions and Inferences

   Ability to draw conclusions.
   Ability to make inferences.

6. Recognize difference between real and unreal

   Ability to recognize between real and unreal (fact, fallacy and fantasy).

7. Distinguish between relevant and irrelevant

   Ability to distinguish between relevant and irrelevant.

8. Form judgments

   Ability to form judgments based on interpretation of information available.

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COMPREHENSION

INTERPRETIVE AND CRITICAL LEVEL OBJECTIVES (cont.)

9. Predict outcomes

Ability to predict outcomes based on evaluation of data available.

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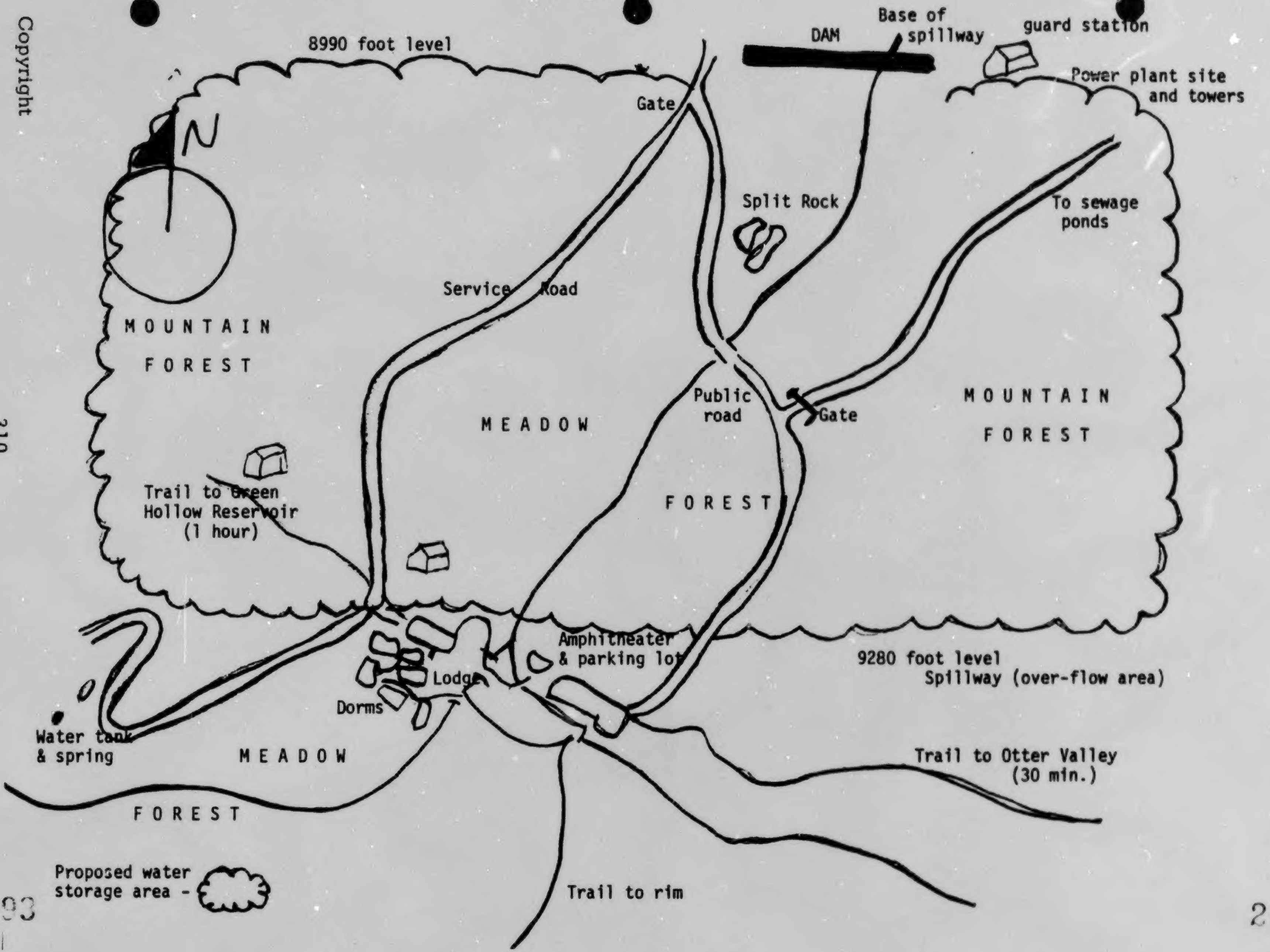
STUDY GUIDE

Film: "Critical Thinking: Making Sure of the Facts"

This film uses timely topics in dealing with reading, listening, observing to help demonstrate how to evaluate the facts about a particular situation. This involves checking the sources of information and assessing the skills and knowledge of the source.


8990 foot level
DAM
Base of spillway
guard station
Power plant site and towers
N
Gate
Split Rock
To sewage ponds
Service Road
MOUNTAIN FOREST
MEADOW
Public road
Gate
MOUNTAIN FOREST
FOREST
Trail to Green Hollow Reservoir (1 hour)
Amphitheater & parking lot
9280 foot level
Spillway (over-flow area)
Lodge
Dorms
Water tank & spring
MEADOW
Trail to Otter Valley (30 min.)
FOREST
Proposed water storage area -
Trail to rim

Lesson Eleven

PROBLEM: Water and Power Shortage

DAM AND POWER PLANT PROPOSAL--GREEN HOLLOW AREA

The shortage of water and energy has led to the proposition that an earth-filled dam be built across South Fork in Section 5, Township 2 West, Range 4 South at the point indicated on the topographic map. The spillway near the Green Hollow Guard Station will be a power generating plant that will serve the Jensen-Cold Creek areas. The power line proposed will be of cement towers. The power line is proposed to run from the plant across the mountains to Walcreek. The waters will be backed up in the reservoir within 25 feet of Green Hollow Science Camp. At their peak the waters will be at the 9280 foot level. Waters from the dam will be at the bottom of Green Hollow Canyon at the 8990 foot level. The reservoir will eventually cover an approximate six and one-half mile area in the Green Hollow Canyon.

The science camp was built with Big City School money to provide experience-oriented science activities for city students of all ages during summer months.

The arguments against the proposition by conservationists are:

- * the natural environment will be drastically changed.
- * valuable timberland will be destroyed.
- * stream flow will cease.
- * livestock ranges will be changed.

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PROPOSAL - - GREEN HOLLOW AREA (cont.)

- wildlife habitat will be altered.
- roads and other existing facilities, such as cabins and campgrounds will be destroyed.

The arguments for the dam -- it will provide:

- water storage for irrigation and residential use in the Aspen River Basin.
- flood control.
- great recreational opportunities on the new reservoir.
- electric power.

Consider what you would do if you were the person on the role card you have been given.

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Issues	Facts	Decision	Feedback	Final Conclusion
Role: Student in Big City 1.a Is it possible that Green Hollow could be made better than it is now? 1.b How will the dam affect the purposes of the science camp?				
Role: Owner, Jensen Pharmacy 2.a Since you are an influential business leader, should you press a campaign for or against the reservoir? 2.b Should you sell your business if the town doesn't listen to you?				

Issues	Facts	Decision	Feedback	Final Conclusion
Role: Biologist for Fish and Game 3.a Based on your professional evaluation, what recommendations will you make? 3.b Should your personal opinions be expressed to others?				
Role: Water Engineer for Hydrology Dept. of State 4.a Should you try to get the local townspeople to support the project? 4.b If the decision was that the reservoir and power plant would not be built, should you challenge the decision?				

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Issues	Facts	Decision	Feedback	Final Conclusion
Role: Sheep company owner 5.a Should you get a town meeting of all people in the local town and advocate against the dam? 5.b What are your alternatives if the dam is built?				

LESSON PROCEDURES - ROLES

Your role: Student in Big City

You are an eighth grade student who has lived in Big City all your life. You are age 13 and attended Green Hollow Science Camp last summer for one week and had a great time. You were very impressed with the beauty of nature and the numerous species of birds and animals. The quietness, clear air, and beauty made a deep impression on you. You are making plans to attend Green Hollow again next summer.

Problem: Do you think the reservoir should be built?

Your role: Own the Jensen Pharmacy

As a pharmacist you have lived in Jensen for 16 years. You graduated in pharmacology at the Big City University at age 26. You are married and have three children. You really like the town, the clean air, country townspeople, friendliness, and fresh clean water. Some say you dislike new people in town because they try to change things.

Problem: Should we build the reservoir along with the power plant, thus bringing in new people to work and run the plant?

Your role: Biologist for the State Fish and Game

You are 35 and live in Big City. You are married and have two children, one boy and one girl. You are very concerned about protecting the natural habitat as well as the plants and animals in nature. You have been assigned by your supervisor to go to Green Hollow for one week--to live there and to prepare an environmental impact statement on the short and long-term effects on the plant and animal life in that area which has been designated to be the reservoir site.

Problem: What recommendations will you make as a scientist? What are your personal feelings?

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Roles (cont.)

Your role: Water Engineer for the Hydrology Department for the State.

You have lived in Big City for 5 years and are a graduate in hydrology. You are not married. You were raised in a large city but love outdoors. You have been assigned for the past two years to the Green Mountain area to analyze, investigate, and locate good sites for water storage, dam-building, and to use conservation practices in making water available for the rising population. You are also to look for power sites.

Problem: Is Green Hollow area a necessary place for a reservoir and power plant?

Your role: Owner of Jensen Sheep Co.

You are the owner of the Jensen Sheep Company. You are married and have one boy. You are a loner and enjoy nature and the out-of-doors. For three years your sheep have grazed the Green Hollow area throughout the spring, summer and fall. The 5,000 acres is leased to the Jensen Sheep Company for $1.75 per sheep per month through the Bureau of Land Management (BLM).

Problem: You have seen engineers and biologists and others investigating and studying the feasibility of putting a reservoir in the canyon where your sheep graze. Do you think the reservoir should be built?

Copyright

ASSIGNMENT

- * Develop a similar activity to Green Hollow for use in your classroom.

  Caution:

  This activity was developed for adults. It will not succeed with young people. When developing the role-playing it is necessary to use a problem from their environment with roles they can relate to. If students have not had previous experiences of this type, it is helpful to have groups of students share a role, and have the entire class work together on the problem. A speaker from each group could then report on the group feelings. The problem summary sheet could be reproduced on the chalkboard and filled out as each group reports.

- * Journal.

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teachers B and G

Lesson Title: Critical and Interpretive Reading, Fact and Opinion

Lesson Objective: Evaluation of reading group in above subject.

Reading skill objective: To evaluate and compare fact and opinion between students and group.

To achieve the reading objective the teacher/student will:

Group will devise and evaluate survival exercise.

To achieve the lesson objective the teacher/student will:

Give the results immediately of changes which occur between fact and opinion.

Thesis = When leaders talk, most information is opinion.

Average change of mind per group 38
Average change of mind per individual 12
50% started as experts

Evaluation:

Achievement of reading skill will be evaluated by:

Averages.

Achievement of lesson objective will be evaluated by:

How much did the group change to reach facts.

DESERT SURVIVAL

The Situation

It is approximately 10:00 a.m. in mid July and you have just crash landed in the Sonora Desert in southwestern United States. The light twin engine plane, containing the bodies of the pilot and the co-pilot, has completely burned. Only the air frame remains. None of the rest of you have been injured.

The pilot was unable to notify anyone of your position before the crash. However, ground sightings, taken before you crashed, indicated that you are 65 miles off the course that was filed in your VFR Flight Plan. The pilot had indicated before you crashed that you were approximately 70 miles south-southwest from a mining camp which is the nearest known habitation.

The immediate area is quite flat and except for occasional barrel and saguaros cacti appears to be rather barren. The last weather report indicated that the temperature would reach 110°--which means that the temperature within a foot of the surface will hit 130°. You are dressed in light weight clothing--short sleeved shirts, pants, socks and street shoes. Everyone has a handkerchief. Collectively, your pockets contain $2.83 in change, $85.00 in bills, a pack of cigarettes, and a ballpoint pen.

The Problem

Before the plane caught fire your group was able to salvage the 15 items listed on the next page. Your task is to rank these items according to their importance to your survival, starting with "1" as the most important, to "15" the least important.

You may assume that the number of survivors is the same as the number on your team and the team has agreed to stick together.

Step 1: Each member of the team is to individually rank each item. Do not discuss the situation or problem until each member has finished the individual ranking. Once discussion begins do not change your individual ranking.

Step 2: After everyone has finished the individual ranking, rank order the 15 items as a team.

Your team will have until __________ o'clock to complete this step.

Survival Items	Step 1 Individual Ranking	Step 2 Team's Ranking	Step 4 Survival Expert's Ranking	Step 5 Difference Between Step 1 & 4	Step 6 Difference Between Step 2 & 5
Flashlight (4 battery size)	9	12	5	4	7
Jack knife	8	10	4	3	6
Sectional air map of area	3	3	13	10	10
Plastic raincoat (large size)	13	9	9	4	0
Magnetic compass	14	2	11	3	9
Compress kit with gauze	4	11	10	6	1
.45 caliber pistol (loaded)	5	7	7	2	0
Parachute (red and white)	11	5	3	8	2
Bottle of salt tablets (1000 tablets)	10	4	12	2	8
1 quart of water per person	1	1	2	1	1
A book entitled ,"Edible Animals of the Desert"	6	6	6	00	0
A pair of sunglasses per person	2	14	8	6	6
2 Quarts of 180 proof Vodka	15	13	15	0	2
1 top coat per person	7	15	14	7	1
A cosmetic mirror	12	8	1	11	7
			TOTAL	67	60
			(The lower the score the better)	Your Score	Team Score

After completing Step 2, do Step 3 below

Step 3 ____________________

Consensus Score Circle any ranking in Step 2 that you still feel should be 2 or more places higher or lower

A. Add up the circled rankings ☐

B. Total no. circled by entire team ☐

C. Divide the total for the team by the number on the team to get the Average Consensus Score ☐

Step 6

____

____

Answer the following question: How many of the items above did you rank because you had factual knowledge about them, read in books by experts, heard lectures, or experienced directly? How many items did you guess at or have an opinion about how they should be used?

When you have completed your individual ranking, read the information on Consensus Decisions:

When your group reaches the point where each person can say, "Well, even though it may not be exactly what I want, at least I can live with the decision and support it," then the group has reached consensus. This doesn't mean that all of the group must completely agree. But all of the group must at least minimally agree.

Consequently, any one of you can block a decision. This is precisely why consensus decisions are both more difficult and more effective than other group decision methods, such as voting. It forces the group to consider all aspects of the problem and objections to possible courses of action. Treat differences of opinion as a way of (1) gathering additional information, (2) clarifying issues and (3) forcing the group to seek better alternatives.

Guidelines

1. Try to get underlying assumptions regarding the situation out into the open where they can be discussed.
2. Listen and pay attention to what others have to say. This is the most distinguishing characteristic of successful teams.
3. Be cautious of early, quick, easy agreements and compromises. They are often based on erroneous assumptions that need to be challenged.
4. Avoid competing and arguing. In this situation either the group wins or no one wins.
5. Do not vote. It will split the group into "winners" and "losers," it encourages "either--or" thinking (when there may be other ways) and it fosters argument rather than rational discussion.
6. The team needs all the information it can get so encourage others, particularly the quieter ones, to offer their ideas.

LESSON PLAN FORM

Name Teachers A and E

Lesson Title: Assessment of problem solving involving family car

Lesson Objective: 1. Differentiate between fact and opinion.
2. Learn problem solving procedure.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

Conduct role play problem and tape the conversation of students involved in particular situation.

To achieve the lesson objective the teacher/student will:

Act out (discuss) role play concerning a particular family's life style without a car. Participants discussed differences between fact and opinion, between wants, actual needs and then work out some math problems related to the situation for this family.

Evaluation:

Achievement of reading skill will be evaluated by:

Quality of discussion evaluated by study and tape.

Achievement of lesson objective will be evaluated by:

Logic used by students in solving problem for family without use of car.

1. If it costs 30¢ per mile to operate a car, and a family drives 250 miles a week, what is the operating cost for four weeks?

2. The above car broke down, and the father pays a friend $7.00 per week to drive him to work. His wife now goes on the bus to shop two times a week at 30¢ one way, and the daughter now has a bus pass which costs $10.00 for the four weeks. How much do they spend without a car in four weeks?

3. What was the savings for four weeks by not driving a car?

LESSON PLAN FORM

Name Teacher I

Lesson Title: Critical and Interpretive Reading (Evaluate Content)

Lesson Objective: To be able to read a label of a food item such as canned peas or beef stew.

Reading skill objective: Students will learn what to look for when purchasing food, either canned or prepared,by being able to know what is included in the food.

To achieve the reading objective the teacher/student will:

Prepare a chart listing the ingredients required by law to be on food labels. Each type of food will have 3 blanks.

To achieve the lesson objective the teacher/student will:

On a field trip to the store the student will evaluate different brands of food to check the information found on a label.

Evaluation:

Achievement of reading skill will be evaluated by:

The chart listing the different foods will be checked to see if the student has read the different food lables.

Achievement of lesson objective will be evaluated by:

The student will be able to know what foods are included in the food item being purchased and the amount of each food item.

FOOD CONTENT EVALUATION

BRAND NAME																								
Name and add. of manufacturer or packer																								
Net quantity																								
Statement of artificial coloring or preservatives																								
Statement of ingredients																								
Legal name of product, i.e., Sweet Peas																								
Variety																								
Number of servings in can																								
Number of cups in can																								
Picture of ingredients																								
Information on label easy to read																								
Suggestions for serving																								

LESSON PLAN FORM

Name Teacher K

Lesson Title: Critical Reading--Fact or Opinion

Lesson Objective: Using clues to detect which parts of a selection are facts and which parts are opinion, students will be able to pinpoint from 10 given selections which ones are facts and which are opinions.

Reading skill objective: Students will be able to think critically as they read; the reader will evaluate the material and pass judgment on the accuracy and truthfulness of what has been said.

To achieve the reading objective the [✓ teacher]/student will:

1. Give students pointers on how they can detect whether a selection is presenting facts or opinions (the theory is..., it is said..., I believe..., etc.)
2. Give several exercises.
3. Evaluate the materials read.

To achieve the lesson objective the teacher/[✓ student] will:

1. Students will use informal check to see if a statement is a fact or opinion.
2. Students will watch for clues as they read.
3. Students will evaluate the materials they would re-read if necessary to verify their contention.
4. Using the newspaper they will try to look for 5 facts and 5 opinions.
5. Quiz.

Evaluation:

Achievement of reading skill will be evaluated by:

A teacher-made test based on history books, newspaper.

Achievement of lesson objective will be evaluated by:

Practical application of their knowledge on facts and opinions when they read news articles or any news media.

EVALUATION - FACT OR OPINION

1. The Ogden-Standard makes a lot of grammatical errors.

2. All Americans can spell better than foreigners.

3. The President of the Mormon Church is God's Prophet and his word is law on all issues--including politics.

4. "Without Iran and Afghanistan, 1980 was destined to be a sparky political year."

5. Study Links Caffeine, Animal Birth Defects.

6. Federal prosecutors say they believe that targets of the FBI's Abscam and Brilab Investigations lead informers so they can claim prejudicial publicity.

7. TV documentary alleged that some homes have dipped into patients' funds--in other words stealing the cas .

8. Spiraling Hospital Costs Blamed on Red Tape, Space Age.

9. Psychologists' study which began in 1921 reported that for male geniuses the prime indicator of career success was ambition.

10. The average size of American families peaked at 3.7 in 1965, and shrank to 3.4 in 1975, and is likely to decline to 3.0 by 1990.

LESSON PLAN FORM

Name Teacher D

Lesson Title: Creating exaggerations and untruths and reacting to them. Reinforcement of the verb to do.

Lesson Objective: The student will be able to identify statements which are not true, state exaggerations and lies, and react to the statement.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

1. Identify new vocabulary.
2. Present examples of exaggeration and untruths.
3. Demonstrate how to react to the above.

To achieve the lesson objective the teacher/student will:

1. Students will act out statements prepared by teacher.
2. Students will create their own situations.

Evaluation:

Achievement of reading skill will be evaluated by:

Oral presentations in class.

Achievement of lesson objective will be evaluated by:

Same as above.

EXAGGERATION AND LIES

I began by reading a short dialogue. I explained the exclamation, "Oh, come on!" as an expression of disbelief and idioms such as "I'm joking, teasing, kidding and putting you on."

I then presented the short dialogue using another student in class.

Next I had the students try some prepared dialogues. After they became familiar with the activity, I then had them write some of their own.

The students really enjoyed this activity and I've heard them use this vocabulary and expressions outside this lesson time.

- My cats swim in the river, you know.
- Oh, come on! Do they?
- No, they don't. I'm joking.

1. We have a million dollars, you know.
2. Peter has an airplane, you know.
3. My grandmother plays football, you know.
4. We go to school by taxi, you know.
5. I like washing dishes, you know.

Evaluation:

1. Pronunciation.
2. Ability to create exaggerations and lies.
3. Ability to communicate their ideas.
4. Ability to use the verb to do.

LESSON TWELVE

Comprehension:
    Interpretive and Critical Levels:
        Author's Purpose
        Difference between
            Fact and Opinion
        Unfounded Claims

February 27, 1980

Share and Tell

Break

Review Objectives

Film with Study Guide

Newspaper Evaluation Sheet

Assignment

STUDY GUIDE FOR FILM

Objective: To recognize and understand film's purpose and judge reliability of materials viewed.

1. What is the narrator's background and experience?

2. What are some of the film's goals? List at least two.

3. What proof is given? ______________________________

4. Does the narrator present ideas subjectively rather than objectively? Give an example of each.

5. Who paid to have the film made? What effect does this have on the message of the film?

Copyright

MAGAZINE AD EVALUATION

Objective: To develop the ability to recognize unfounded claims, differentiate between fact and opinion, exaggerations, and author's purpose.

1. Underline each fact you read.
2. How does this ad relate to ______________________(your subject)?
3. Who paid for the ad?
4. What major purpose can you see for this advertisement?
5. Can you see any unfounded claims made in the ad? If so, name one.
6. Can you name an exaggerated statement?
7. Name two advantages if you follow the ad's advice.
    a.
    b.
8. Name at least one disadvantage.
9. In one sentence state a conclusion you get from this ad.

Copyright

NEWSPAPER EVALUATION WORKSHEET

Objective: To recognize fact and opinion, understatement, exaggerated statements, make predictions.

1. Box in every statement you feel states an opinion and write "O" in the box.
2. Underline direct facts.
3. How do you know the statements made are accurate in light of recent news?
4. Do you think this author knows what he's talking about? Why?
5. List any exaggerated statements made.
6. What events are predicted?
7. Name one conclusion you could expect from information given.
8. Does the structure of the article invoke a preconceived idea? How?

Copyright

ASSIGNMENT

* Using the following:

1. Newspaper article.
2. Magazine ad from your discipline.
3. Visual approach, i.e., cassette, film filmstrip, slides, pictures, prepare exercises for your classroom using the critical and interpretive reading skills.

* Journal.

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher C

Lesson Title: Media Evaluation

Lesson Objective: To develop the ability to recognize unfounded claims, exaggerations and purpose. To differentiate between fact and opinion.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

Monitor advertisements with student, take notes and compare with student's responses.

To achieve the lesson objective the teacher/student will:

Listen, read and observe advertisements on TV, in newspapers and magazines and do the following:

1. List the facts from each source.
2. Explain the purpose of each advertisement.
3. Explain any unfounded claims.
4. Explain any exaggerations.
5. Identify and explain any opinions.

Evaluation:

Achievement of reading skill will be evaluated by:

Oral discussion on comparisons of student's responses with teacher's responses.

Achievement of lesson objective will be evaluated by:

Same as above.

MEDIA EVALUATION STUDY

The members of the group were surprised to learn they hadn't observed carefully enough to discuss intelligently the fact that many people are "taken in" by advertisements because they do not pay attention. This was discussed and the group was then asked to pay close attention to the next commercial and at the same time keep in mind the five points asked for. During the next thirty minutes several commercials were discussed until each member of the group could recognize and discuss the five points. Following the TV commercial exercise, the fourth year level student was asked to find one advertisement from a magazine and one from a newspaper. She was to cut the advertisements out and identify the five points of discussion:

E = Exaggeration
F = Fact
O = Opinion
P = Purpose (write the purpose on the paper)
UC = Unfounded claim

Magazine: Presto Popcorn Popper

10 opinions)
4 facts) 100%
1 unfounded claim)
1 exaggeration)

Newspaper: Boise Cascade Homes

4 opinions) Missed one fact and
2 facts) one unfounded claim
1 unfounded claim) 80%

LESSON FORM

Name Teacher J

Workshop Lesson Topic: Media Evaluation (TV Commercial)

Description of application of reading skills:

My seven-year-old son and I evaluated a TV commercial for OVALTINE. I picked this product because I have had this product when I was a young boy. I would know if the product has improved over the years. After we listened to the commercial we each had a glass of Ovaltine.

Evaluation of reading skills application:

Behaviors I observed: My son was interested in what the narrator had to say. I doubt that the narrator was an Ovaltine expert--he was probably just an announcer reading the script. Two of his goals were:

1. Get you to try.
2. After trying, keep on buying.

Skills I tested and results: After the commercial we had a glass of Ovaltine. The product is much better than it was when I was a kid. It still tastes the same. It was a good commercial and a good product.

Personal growth in teaching reading:

It was interesting comparing today's product and advancements with what it was in the past. My son said it was good, so I guess he's hooked.

LESSON PLAN FORM

Name Teacher F

Lesson Title: Critical and Interpretive Reading

Lesson Objective: For extra credit the student will analyze a newspaper article using critical and interpretive reading skills.

Reading skill objective:

To achieve the reading objective the teacher/student will:

Discuss the assignment concerning the magazine article (last week's assignment). The teacher will show how the same skills used can be applied to a newspaper article. The student will then select an article from the newspaper and list fact from exaggeration and personal opinion.

To achieve the lesson objective the teacher/student will:

Same as above.

Evaluation:

Achievement of reading skill will be evaluated by:

One-to-one discussion of the written assignment.

Achievement of lesson objective will be evaluated by:

Same as above.

HANES PANTYHOSE

FACT	OPINION
Sheer	Gives confidence
	Flatters figure
	Elegance
	Sensuously smooth

GROUP CONSENSUS

"Gentlemen Prefer Hanes"

- What man can actually tell if stocking is Hanes?

"Nothing Dresses Up Like Hanes"

- Other brand hose can do the same.

Implied:

1. Puts person wearing Hanes in very luxurious setting.
2. Assures male companionship.
3. Will be center of attention and most men will notice you.
4. Have lots of fun partying with desirable people.

CURTIS MATHES TV

FACT	OPINION
"4-Year Warranty" time is true.	"FREE" - gets person in store (gimmick)
Warranty is limited--must read fine print to know what is covered and for how long	"LIMITED" - implies you must hurry

GROUP CONSENSUS

- There's enough profit margin on advertised TV to include cost of "FREE" TV.

- Ask seller if he will deduct free TV from price of desired TV.

- "How much would desired TV cost if customer did not want "FREE" one?

- Customer would be required to pay for transportation for service and repair.

- Customer usually pays for all labor, even though part may be under warranty.

LESSON PLAN FORM

Name Teacher I

Lesson Title: Critical and Interpretive Reading (Magazine ad and Newspaper article)

Lesson Objective: The student will be able to recognize fact from opinion when reading advertisements or articles written for public knowledge.

Reading skill objective: How to interpret advertising.

To achieve the reading objective the teacher/student will:

Find a newspaper article relating to the class subject. This article will then be copied and given to the student to read and evaluate. The teacher will make copies of the worksheet giving questions about the article--this will be given to the student after they have underlined the facts in the article.

To achieve the lesson objective the teacher/student will:

Read the article and underline the facts in the article given to them by the teacher. They will box the opinions. They will answer the questions in the worksheet given to them by the teacher. The class will discuss the article or ad after all the worksheets have been completed.

Evaluation:

Achievement of reading skill will be evaluated by:

The ability of the student to understand the article and the underlining of the facts--also the opinions that are boxed.

Achievement of lesson objective will be evaluated by:

The answers to the worksheet questions and class discussion

HOME - FAMILY
Standard-Examiner, Wednesday February 13, 1980

COMMUNITY NEEDS HOMEMAKERS

A program to train homemaker home health aides to meet a growing community demand has been started by the Weber State College Skills Center in cooperation with the Weber County Department of Aging.

"There are more jobs open in the Ogden area than we can fill," said Beth Butterfield, director of the aging department's homemaker home health aide program.

A homemaker aide makes daily visits to the homes of individuals, most of them elderly, to assist in the areas of personal health care, nutrition, and home management. The aide also provides companionship.

"It's an important and challenging job," said Alan Hanline, supervisor of vocational training at the Skills Center.

"Newly hired employees may work either full-time or part-time," said Mrs. Butterfield. The flexible hours particularly suit retired or inactive nurses. With Skills Center training, wages start at $3.30 to $3.70 per hour.

Hanline said the Center's training program runs six to eight weeks depending upon the student's background.

The program at the Skills Center provides the student with direct on-the-job training in the homes of clients under the supervision of an instructor. Seven students are currently enrolled. The program can accommodate 15 to 20 students.

"The Skills Center people have done a solid job in developing this training program," said Mrs. Butterfield, whose agency will hire the graduating students. The department of aging will then assign the aides to homes in the Ogden area.

"Davis County officials have also expressed interest in participating in the program,"she said. "We're way ahead of a lot of other areas. It's been very difficult finding qualified aides," she said.

Persons interested in enrolling in this program are encouraged to contact the Skills Center at 1100 Washington Blvd., or phone 621-2372.

LESSON PLAN FORM

Name Teacher D

Lesson Title: Critical and Interpretive Reading of Grocery Store Ads and Store Signs

Lesson Objective: The students will be able to identify common abbreviations found in ads and grocery store signs.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

1. Present want ads to students.
2. Present signs found in the grocery store.
3. Go over ad vocabulary.
4. Explain what an abbreviation is.
5. Identify to students the abbreviations on their hand outs.
6. Question students on abbreviations.

To achieve the lesson objective the teacher/student will:

1. Respond to questions.
2. Write an activity sheet.
3. Take a field trip to the store.

Evaluation:

Achievement of reading skill will be evaluated by:

1. Ability to read an ad and identify abbreviations.
2. Written work.
3. Oral production.

Achievement of lesson objective will be evaluated by:

Same as above.

Lesson Twelve

ABBREVIATIONS

When we go shopping we often see many abbreviations. Abbreviations are a short way of writing a word. Here are some you will see in a grocery store:

DEL MONTE Tomato Catsup 32-Oz. Btl. 67¢ Oz. is a short way of writing ounce. Btl. means bottle.	TOILET TISSUE M.D. 4-roll Pkg. 68¢ Pkg. stands for package.	Sweet Tender California CORN 88¢ Doz. Doz. means dozen.
1/2 Gal. Cream O'Weber Sherbet $1.09 Gal. is short for gallon.	BEST FOODS Mayonnaise 99¢ Qt. Qt. is short for quart.	PEPSI Regular or Diet 8-Pak - 16 oz. 89¢ Pak or Pk means pack.
Fresh Seedless GRAPES 59¢ Lb. Lb. is the short way to write pound.	WIENERS All Meat 12-Oz. pkg. 69¢ Ea. Ea. is a short way of writing each.	Cream O'Weber HALF & HALF Pt. 43¢ Pt. is the abbreviation for pint.

ABBREVIATIONS

What's the abbreviation? Write the abbreviation for the word in the space to the right of the word.

1. dozen __________
2. package __________
3. gallon __________
4. pound __________
5. pint __________
6. quart __________
7. ounce __________
8. each __________
9. pack __________
10. bottle __________

LESSON PLAN FORM

Name Teacher G

Lesson Title: Critical and Interpretive Reading

Lesson Objective: To study and translate ad claims of OTC drugs into factual information.

Reading skill objective: To analyze whether an ad is telling us clearly what we need to know.

To achieve the reading objective the teacher/student will:

Read claims and give meanings of claims.

To achieve the lesson objective the teacher/student will:

Understand and relate what ads don't say that allows them on public channels.
"Helps prevent the stomach upset often caused by aspirin."
"Pain reliever doctors recommend most for headaches."
"Extra strength pain reliever."
"For minor sore throat pain."
"Like a doctor's prescription."
"One of these or all of these."
"Tested in hospitals for pain other than headache, so next time you have a headache, take Excedrin."
"Works up to 12 hours."

Evaluation:

Achievement of reading skill will be evaluated by:

Discussion in class.

Achievement of lesson objective will be evaluated by:

Discussion in class.

Lesson Twelve

FREE ENTERPRISE

How to say nothing using words:

"Helps prevent the stomach upset often caused by aspirin"	Bufferin
"Pain reliever doctors recommend most for headaches."	Anacin
"Extra strength pain reliever."	Excedrin
"For minor sore throat pain."	Aspergum
"Like a doctor's prescription."	Anacin
"One of these or four of these"	Contac
"Works up to 12 hours."	Contac

"Tested in hospitals and found that for pain other than headache, Excedrin worked better than plain aspirin. So next time you have a headache, take Excedrin."

1. What do these ads say in simple English?
2. Are they definite claims?
3. Do we know exactly what they mean?
4. Conclusion.

LESSON PLAN FORM

Name Teacher B

Lesson Title: Interpreting the Short Story.

Lesson Objective: To interpret the short short story, "The Celestial Omnibus."

Reading skill objective: To use contradictory and, frankly, confusing facts to derive the meaning of the story.

To achieve the reading objective the teacher/student will:

1. Teacher and students will list the facts of the story as the facts affect the omnibus.
2. Students will dredge fact list for patterns.
3. Students will compose a paper on the following theme: If the omnibus isn't an omnibus, what is it? The answer just be supported by facts from the story.
4. The teacher will guide the students not to broaden the meanings of the facts by paraphrasing to more general levels as the list is developed.

To achieve the lesson objective the teacher/student will:

The teacher will, with all papers in, have a discussion with the students learning to agree and disagree with each other according to "the facts" of the story; students must use only the facts of the story as proof.

Evaluation:

Achievement of reading skill will be evaluated by:

The completeness of the answer students come up with--how many contradictory facts the students' answer will hold.

Achievement of lesson objective will be evaluated by:

Class discussion.

THE CELESTIAL OMNIBUS

If the Omnibus isn't an Omnibus, what is it?

1. What are the facts surrounding the omnibus?
2. What patterns within the facts can be created? Look for similarities.

1. The boy associates the stage coach with "desires" that are different. p. 176.
2. The stage coach station is an alley between high walls of the Gardens of Ivanhoe and Belle Vista; the alley "smells" and is 20 yards long. p. 176.
3. A piece of paper which hadn't been posted in the alley suddenly is. (A change has taken place.) Why does only the boy see it? p. 177.
4. The omnibus goes at sunset before the "breadwinner's train" arrives. What would that time be? p. 177.
5. Few people will take the hourly service, so only the sunrise and sunset (omnibus associated with daylight hours) are offered. p.177. (Why 2 times only?) (Why just these times?)
6. It is set up for people's convenience. p. 177. (Are these convenient hours? For whom?)
7. The company didn't offer return tickets until now. P. 177. Why? And they are available only 1 day.
8. No tickets can be issued from the other end. Why? p. 177.
9. The stage coach takes one through lightning. p. 177.
10. Company says it is not responsible for harm from lightning, hailstones or any Act of God. p. 177.
11. The company is unbusinesslike. p. 177.

OMNIBUS (cont.)

12. The omnibus goes up hill. p. 177.

13. The omnibus is associated with fairy tales. p. 177.

14. The omnibus is associated with dreams. p. 177.

15. The omnibus is pulled by 2 horses, sides "still smoking;" (fire?) also has 2 "great lamps." (Why horses not "steaming?"

16. The omnibus is associated with "fairyland." p. 178.

17. It goes the whole way only. P. 179. (Why not part way?)

18. It goes through a stone wall. p. 179.

19. It moves at a stately pace. p. 179.

20. The boy loves to be the only passenger. p. 179.

21. The omnibus driven by Brown is well built but cold and somewhat musty. p. 179.

22. Brown is a writer. p. 179.

23. The tickts can be purchased with no earthly material. p. 179.

24. The boy is given a ticket without having to pay for it. p.180. (No practical values associated with this stagecoach company.)

25. "It does not pay. It was not intended to pay." p. 180.

26. Stagecoach is made of "foreign woods;" its cushions "tickle learning." p. 180.

27. Horses eat on latin words. p. 180.

28. Brown is dead--"patients preceded me." p. 180.

29. People associated with the stagecoach would rather sit quiet than speak. p. 181.

30. Shelly has a coach of his own. (A writer) p. 182.

OMNIBUS (cont.)

31. Shelly is also dead. p. 182.

32. Route of omnibus leads through lightning, thunder, and streams of mist, past balls of fire. (The objective is obscured in mist.) p. 181.

33. The boy knows the lightning can't hurt him. p.181. Why?

34. Image of a blacksmith's forge. p. 181. (The refiner's fire.) What is it?

35. Horses go over a rainbow; use it as a road. p. 181.

36. Journey associated with dreams. p. 182.

37. The mind of the boy is associated with the "artistic truths" of life. p. 182.

38. The words of a poem by Keats and where the boy has been are the same. p. 183.

39. If you lose your ticket, you cannot come back to what you were before, (never the same again). p. 184.

40. The place where the omnibus goes makes you happy. p. 184.

41. The second omnibus is driven by Dante.

42. The second omnibus is large and roomy, built with extreme regularity.

43. A sign in the coach is associated with heaven and hell: it (heaven of the story) both saves and damns at the same time.

44. People who inhabit heaven are bothlliterary characters and people who once lived. No distinction is made between them. p. 185.

45. The boy sees a rainbow while Bons sees nothing. p. 187.

46. All heaven exists for the boy. p. 187.

OMNIBUS (cont.)

47. Bons and the boy are in another world. p. 188.

48. Bons falls from this heaven and in real life is found dead. (The place is real.) His death is reported. p. 188.

49. The boy is crowned king and never comes back, but his parents so far as we know don't report him as missing. p. 189.

Leads to a place of isolation and solipsism (The soul can only know the soul).

A place that is real and unreal at the same time.

Heaven exists for those who truly love life. Who are they who truly love life?

Heaven is a place of freedom and passion--no place for Bons (the intellect or the college professor have).

We are mixed up!

LESSON THIRTEEN

Reading Study Skills: Study Guides

March 5, 1980

Share and Tell

Break

Reading Study Skills Objectives

Study Guides Information

Study Guides Activity

Assignment

READING STUDY OBJECTIVES

1. Read for a Purpose.

   Ability to differentiate reading purposes.
   Ability to establish reading purpose.

2. Adapt Reading to Suit Purpose.

   Ability to skim for specific information and answer questions.
   Ability to use slow, careful reading for complex material.

3. Use the Parts of a Book.

   Ability to use index, glossary, table of contents, etc., to locate information.

4. Use Graphic Material.

   Ability to read and use graphic materials, i.e., charts, maps, graphs, pictures, etc.

5. Follow Directions.

   Ability to understand and follow written directions.
   Ability to understand and follow oral directions.
   Ability to interpret directions.

6. Take Notes.

   Ability to use note-taking techniques.
   Ability to take meaningful notes.

7. Summarize Ideas.

   Ability to make a written summary.

8. Use Outlining Skills.

   Ability to use outlining as a study technique.
   Ability to organize material from several different sources through outlining.
   Ability to organize notes into an outline.

Copyright

READING STUDY OBJECTIVES (cont.)

9. Use Reference Materials.

   Ability to use dictionary and glossary effectively.
   Ability to use reference materials effectively.
   Ability to recognize appropriate and/or significant material.

10. Organize Study.

   Ability to understand and use organizational patterns.
   Ability to use a plan of study.
   Ability to use and apply study techniques, i.e., SQ3R, Oarwet, and others.

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STUDY GUIDES

Students must develop the ability to read thoroughly and analytically in the content areas. These skills aid not only the various recall tasks, but lead to elaborative thinking. Because the needs and abilities of each student are varied, ways must be provided to assist them and to give them materials and assignments within their capabilities.

The differentiated study guide is one way to achieve this. The teacher identifies the reading or study skills needing practice, such as: skimming for an idea, noting vocabulary definition in context, or responding to a simple recall type question. The guide is then prepared to focus on that specific skill. Purpose for reading is set. Questions are differentiated on grade levels to provide opportunities for every student to answer some of them correctly. Skills may begin with simple answers and move to application activities. These guides may be prepared for whole class response or for individual use.

The greatest advantages occurring from the use of study guides are: (1) increased comprehension, (2) greater recall, (3) more practice in recall and review, (4) greater attention to task, and (5) frequent review as each question is explored.

The most productive time to use study guides is in the fall. If the first two months of school are directed toward helping students

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remember what they have read through the use of these guides, teaching and learning will be made easier.

When using study guides, teachers should remember: (1) not to use them so often that they become tedious, (2) use them for reading with which students will need extra help, (3) not to grade them as study guides are to help students study more effectively and provide background for discussion, (4) instruct students in their use, and (5) to use them as one technique to aid students to become independent learners.

Study guides should be developed according to type of skill being taught. Most study guides include a number of different types of reading skills. Chambers classified patterns of study guides which may be incorporated in the creation of them.[1]

1. Patterns according to the thinking skill required by the question:
    a. Simple recall.
    b. Organizational thinking.
    c. Elaborative thinking.
    d. Critical thinking.

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[1] J. Richard Chambers, Study Guides, Unpublished Dissertation, Boston, University, 1974.

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2. Patterns according to the type of response desired:
    - a. Multiple choice.
    - b. Completion.
    - c. Matching.
    - d. Classification.
    - e. Alternative response.
    - f. Short answer.
    - g. Listing.
3. Patterns according to the type of material covered by the guide.
    - a. Textbooks.
    - b. Poems.
    - c. Newspapers.
    - d. Maps.
    - e. Film strips.
    - f. Records.
    - g. Narratives.
    - h. Plays.
    - i. Encyclopedias.
    - j. Movies.
    - k. Television.
    - l. Lectures.
4. Patterns according to the differentiation involved.
    - a. Time of presentation (before, during, following reading).
    - b. Method of presentation (presentation for one level only, for multi-levels on one sheet, for multi-levels on separate sheets).

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5. Patterns according to the outcome desired:
    a. Instruction in recall.
    b. Growth in vocabulary.
    c. Knowledge of steps of outlining.
    d. To dispatch textbooks for superior pupils.
    e. Growth in ability to use elaborative thinking.
    f. Growth in ability to apply critical thinking skills.
    g. Practice on specific abilities.

Study guides are prepared according to type of reading to reading skills desired and, as a result, may vary in length. For multi-level guides, every student may not be required to complete all parts of the guide. The reading deficient student may be expected to complete the literal level responses, with an effort made to try those at the interpretive level. Study guides are best completed as a group activity. As mentioned by Chambers, the type of pattern and the outcome desired will determine the type of study arrangement used by the class.

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Lesson Thirteen

SAMPLE OF CLASS STUDY GUIDE

Lesson Title: The Coyote

Objective. Draw conclusions.

Student Readiness. Vocabulary. Present unfamiliar and difficult words found in the selections. Examples: predator, onslaught, coyote, hierarchy, stringent, relentless, coexistence. Discuss students' past experiences to assess prior knowledge of the subject.

Materials. Sample articles on coyote expressing factual and biased information. Prepared reading-questioning guides.

Procedure. Orally discuss reading-questioning guide with students. Assign "coyote" articles individually or to groups. Ask students to read and respond to reading-questioning guides. Students may choose a point of view from their reading. Sample: environmentalist, sheep rancher, cattleman, elected official, tax payer, government agency employee, etc. In a directed class discussion, the student should take his point of view and attempt to persuade others to his way of thinking.

Alternatives. (1) A panel of "experts" in each area assigned will present a discussion of their special viewpoints. Class will rate the best arguments. A debate of pro and con groups concerning the fate of the coyote.
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Evaluation. Appraisal of the reading-questioning guide's success by observation of responses during oral discussion or presentations.

Study Guide Activity

Reading Reaction Guide

Lesson Title: Understanding Poetry,

"Dolor" by Theodore Roethke

Objective. All comprehension skills.

Directions. Select the poem, in this case "Dolor" by Theodore Roethke. Determine the skills you wish the students to use and/or develop. Write questions and plan organization of activity to insure the learning. Prepare the student worksheet. Use small group discussion. Bring views to total class after group has had time to complete the guide. Create a synthesis set--emphasizing divergent opinions.

DOLOR

I have known the inexorable sadness of pencils,
Neat in their boxes, dolor of pad and paper-weight,
All the misery of manila folders and mucilage,
Desolation in immaculate public places,

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Lesson Thirteen

Lonely, reception room, lavatory, switchboard,

The unalterable pathos of basin and pitcher.

Ritual of multigraph, paper-clip, comma,

Endless duplication of lives and objects.

And I have seen dust from the walls of institutions,

Finer than flour, alive, more dangerous than silica,

Sift, almost invisible, through long afternoons of tedium,

Dropping a fine film on nails and delicate eyebrows,

Glazing the pale hair, the duplicate gray standard faces.

Theodore Roethke, 1908-1963

1. Match the words on the left, which are taken from the poem, to a synonym on the right:

________inexorable
________mucilage
________immaculate
________pathos
________unalterable
________institutions
________silica
________tedium
________duplicate
________glazing
________multigraph

a. glue
b. inflexible
c. boredom
d. a copying machine
e. thin coating
f. unoriginal, a copy
g. spotless
h. suffering
i. unchangeable
j. something established
k. a chemical dust

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2. What idea or image do the following words and phrases from the poem conjure:

a. desolation

b. endless duplication

c. gray standard faces

d. long afternoons of tedium

e. ritual

f. misery

g. lonely

h. sadness

3. What does "dolor" mean? Can you list at least three synonyms? If not, find the word in a dictionary and then use it in a sentence.

4. This poem contains two related ideas; it paints two images. What are these two images? If you were to separate the poem into two stanzas, between which two lines would you divide it? Why?

5. The author's tone of voice in this poem could be described as:

________regretful

________lonely

________sad

________anguished

________pensive

________angry

6. What do the following words and phrases from the poem suggest about the emotions of its author?

a. a. The inexorable sadness of pencils.

b. The misery of manila folders and mucilage.

c. Ritual of multigraph.

d. Endless duplication of lives and objects.

e. Duplicate gray standard faces.

f. Desolation in immaculate public places.

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7. What is the author trying to say in this poem? Be prepared to defend your answer:

________Education produces carbon copies, all the same.

________School days are dull, tedious, and mundane.

________Much of our lives suffer from sameness and unthinking compliance.

8. Though many of the images in this peom are taken from a school setting, who else might have written these words?

________doctor

________student

________secretary

________executive

________other

________clerk

9. Have you ever felt this way about a certain place or experience?

When?

Describe it.

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ASSIGNMENT

* 1. Prepare study guide for use with your classroom text materials.

2. Present the activity to your students. Refine your activity if needed.

* Journal.

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher H

Lesson Title: Comparison Shopping

Lesson Objective: To buy wisely by using consumer magazines before making the purchase. Since cars are the most expensive next to homes, most of the unit concerns automobile purchases.

Reading skill objective: To sort from large amounts of reading the material applicable or desired.

To achieve the reading objective the teacher/student will:

Examine several Annual Buyers' Guides from Consumer Union and a publication of the Ford Motor Company with material furnished from MONEY magazine to see varied facets of automobile purchasine.

To achieve the lesson objective the teacher/student will:

The student will feel more confident in dealing with automobile salesmen and make more satisfactory purchases.

Evaluation:

Achievement of reading skill will be evaluated by:

Correct answers in the study guides.

Achievement of lesson objective will be evaluated by:

High School Completion and by knowledgeable discussion during the working of the packets.

Lesson Thirteen

COMPARISON SHOPPING: Automobiles and Supplies

Sources: Consumer Reports Annual Buying Guide

1951	pp 324ff	1975	pp 393ff
1953	314	1976	361
1973	388	1977	356

pp = pages
ff = and following pages
N.B. = pay special attention
CU = Consumer's Union

1. In the 1950 and 1951 American Automobiles which had the best mileage at 60 miles per hour:

   Studebaker Champion mileage: 21.6

   Willys Station Wagon mileage: 20.8

   Kaiser mileage: 20.0

2. What did all three have in common? All had Overdrive

3. What was the 60 mph mileage on the:

Buick Super:	16.0	Mercury:	16.2
Chevrolet	18.0	Plymouth	16.8
Dodge	17.0	Pontiac 8	15.9
Ford 6	19.7		

4. If you had about $1500 to spend, what does CU recommend?

   Plymouth Deluxe

   For $1800 the Best Buy was Pontiac 6. For $3000 the Best Buy was Cadillac 61.

5. If you purchased the Willys 4 Station Wagon for $1704, what would be the principal problem with the car at 60 miles per hour?

   The steering is risky (p. 329).

6. How many Tire Gauges were found accurate within two pounds?

Two (p. 332).

7. In 1952-53 CU recommended the automatic transmission that used the torque converter rather than planetary-gear drives on Hydromatic. They thought the best automatic was made by Chrysler and the second best by Ford.

8. If you had less than $2000 to spend on a new car, the Best Buy was:

Family Car: Plymouth (Cambridge)

Distance Car: Ford V8 (with overdrive)

Automatic Transmission: Chevrolet (Powerglide)

9. If you could spend $2500 the best car for your family use was: Oldsmobile (Deluxe 88)

10. If you wanted a car weighing 4000 pounds with 150 to 190 horsepower, the best Family Car was Chrysler (V8 Saratoga) and the best Distance car was Lincoln (Cosmopolitan)

11. Proper care of an automobile Storage Battery includes checking the water (p. 323) regularly to be sure it never gets below the top of the plates. When you add water be sure that you never overfill.

12. Twenty years later, in 1973, cars had added seat belts (p. 388) for safety and pollution control on the engine for clean air.

13. Pintos were now selling for about $ 2,000 and Cadillacs and Lincolns for about $ 10,000.

14. The "Imports" have now become a significant part of the American scene ranging from $1500 for a Honda to over $ 10,000.

15. The length of a car may be as short as 10 feet or as long as 20.

16. We now have subcompacts such as the Vega, Pinto, Gremlin, at about $2500. Their engines are noisy at 55 mph, the ride is bumpier, stiff, harsh, and cross winds make them sway (weave).

17. The Volvo, Saab, and Audi are called compacts. They may have 6 cylinders and cramped knee room in the rear seat except for the Dodge Dart.

18. People buy Full Sized Cars for a family because they seat 3 people in each bench seat, and give silnce, smoothness comfort, and safety.

19. It is usually easier to sell a car that has automatic (p. 390) (manual, automatic) transmission. If a car has the smallest engine do not buy the automatic (manual, automatic).

20. Radial (p. 391) tires wear longer and steer better. Snow tires boost traction considerably in the winter; icy roads are safer if snow tires have studs, but remove snow tires for good ride and traction in warm rainy weather (p. 391).

21. To negotiate a fair price on a new car: (a) take the bottom sticker price and subtract the transportation charge, (b) compute the dealer's cost on a compact or subcompact by multiplying by .85 (85%) - intermediate by .815 or full size by .78, (c) add back the transportation charges. If the freight on a Pinto is $400 and the sticker price is $3000, what did it cost the dealer? $2610 Might you buy it (in 1973) in a large city for less than $2750? Yes, (p. 393).

22. If the new car is an Audi or Volvo, will these figures work? No.

23. If you trade in a car on a new car, how can you determine the value of your car? NADA (p. 394 (the dealer, NADA Car Guide).

24. Do not sign anything, make any deposit, part with your car keys, or registration until you see a sales order or a contract.

25. If you have a dispute with a new car dealer about the performance of a new car, Ford, GM, etc., really want to help because they have a factory zone (p. 395) service manager you can talk to.

26. If you are looking at a used car, the best buy is a new car (p.395) adequately-sized new car, larger late-model used car at same price.

27. The newer, originally lower-priced used car is a better (better, worse) buy than an older, originally higher-priced used car if both are priced the same.

28. If the same used car is available at a new car dealer and a used car dealer, CU recommends you purchase from a new car dealer.

29. On the lot you can check (page 396) (a) excessive body repairs, (b) rust spots; (c) avoid power windows (d) worn (or new) pedal pads, floor mats or floor mats. (e) Push on the brake pedal, to see if it holds for at least a minute. (f) Start it and listen for odd sounds ____________ (when cranking, when it first starts, both). (g) Grasp the front wheel with both hands and pull it to you and from you to listen and check for looseness (play). (h) Push on each corner to get the car bouncing and release it to see if it needs new shock absorbers.

30. By driving the car you can check (circle correct answers) clutch, automatic transmission, an engine needing a tune-up, a car that has been rolled over (and will wear out tires), power steering problems, engine rings that leak oil. (Circle all answers) All are correct.

31. If you pay money to have a mechanic shop test a prospective buy, you should always specify the tests he is to make false (true, false).

32. If we were buying a 1972 as a used car, circle the best buy (as Recommended by CU):
[✓ Datsun 510] or 1900; AMC Gremlin or Ford Pinto

33. Circle the one of each pair that would need fewer repairs:
Dodge Dart, or [✓ Ford Maverick] [✓ Full size Dodge], Full size Ford

34. What has been the principal repair problem with:
71 Audi 100 LS4 fuel system (manual transmission, exhaust)
67 Cadillac Air conditioning, heating (no others)
&) Dodge Challenger V8 Almost anything but brakes and transm.

35. Looking at repair records which would be the best buy of each pair:
Dodge pickup trucks V8 or [✓ Ford pickup trucks V8]
Dodge pickup trucks V8 or [✓ Chevrolet pickup V8]
[✓ All Chevrolets] or all Pontiacs
[✓ Cadillac V8] or Lincoln V8

36. Which automobile insurance companies give the best service to the policy holder?

State Farm (p. 438) and United Services

37. Which automobile insurance companies give much poorer than average service?

Home Indemnity (p.440) and Allstate (Sears).

38. In 1974 CU recommends against (p.430) (for, against) a large powerful motorcycle for beginners. A 250 cc "bike" could keep up with most traffic and would be regarded as a very large machine for a beginner false (true, false).

39. "Knobby" tires provide excellent traction on rainy cement roads false (true, false). Extra high handlebars are recommended false (true, false). Do not (do, do not) get a fib glass-plastic fuel tank. Fiberglass helmets are recommended false (true, false). Leave helmets in the sun to make them last longer false (true, false).

40. If you are on a motorcycle on a freeway and you are in the right lane, you should ride to the left (right, left, center). The most dangerous lane for a "bike" in a three-lane freeway is the center lane.

41. In 1975 CU says the first consideration in looking at an import new car is reliable service (p. 394). Generally a/an Import (Import, Domestic) car costs more for the same quality.

42. Your old car is most economical to you if you trade it off before it gets too old false (false, true).

43. Diesel Sedans have their principal problems in the winter, 0^{o} or colder (p. 412). In merging with freeway traffic they have less (more, less) acceleration than gasoline.

44. Gas-saving-gadgets generally do an excellent job, according to CU false (p.414).

45. Some of the best Auto Cleaner Polishes were Dupont Rally, Simoniz Liquid, Simoniz Master Wax, Simoniz Royale, Penney's G. Jade (p. 433), etc., 75 days.

46. On page 435 some of the least durable were J Wax Camu, and Simoniz Body Sheen. (26 days, p. 435)

47. In 1976 CU reports that buyers of new Foreign Cars should take care because Dealers have trouble training mechanics and obtaining parts quickly.

48. In 1977 CU reports that Large Cars were being renamed to make them Mid-sized. A Plymouth Satellite became a Fury (p. 357) while the Fury became a Gran Fury, and the Ford Torino became a L T D II.

49. If you were buying a Used Car, which of the following pairs might have the most repairs (p. 365):

[✓ Ford Capri II] or Mercury Bobcat; [✓ Volvo 244] or Toyota Mark II
[✓ Dodge Monaco] or Ford LTD; [✓ 72 Pinto] or 75 Pinto (p. 379)
Cadillac or Lincoln Continental (Same)
[✓ International Scout] or Dodge Sportsman Wagon

In this packet there are 137 possible correct answers. If you give yourself one point for each correct answer, your total score could be divided by 137 to get the percent correct. If you divide the number wrong by 137, you will not get a good feeling. Only mark the RIGHT things and life is more pleasant.

COMPARISON SHOPPING: Automobiles and Supplies

Automobiles and Supplies II

Sources: Consumer Reports Buying Guides
1978 pp 369 ff
1979 366
1980 360

abbreviations:
CU = Consumers Union
pp = pages
ff. = and following pages
N.B. = pay special attention

1. In 1978 CU classifies all cars as "large" if they carry six people comfortably. Though other styles may look sporty, they recommend the four door (p. 378) sedans because they often have more leg room in the rear seat. When you sell a car, it brings a premium if it has four doors and a(n) automatic transmission.

2. Manual transmission waves 2 to 5 (p.371) miles per gallon and lists about $250 less; but data shows that in most domestic cars the clutch and gearbox are often troublesome. (N.B. After one clutch is replaced, both transmissions cost about the same.)

3. If gas mileage becomes more important, instead of "overdrive" you might choose a lower axle ratio (than a 4.10 for example) for about $ 15 or a 5- speed manual transmission.

4. CU recommends power steering on all except sub-compacts and radials tires on all because they improve tread life, improve wet-road traction, and improve mileage.

5. If you are planning to buy a 1977 model used:
   a. If a 1.5 liter engine = 1500 cubic centimeter engine (cc) = 90 cubic inch, then to change liters (quarts) to cubic inches, multiply by 60. To change liters to cc, move the decimal 3 places.
   b. If Volkswagen Rabbit is said to have a 97 cubin inch engine, that is about how many liter? 1.6

6. Repair Records indicate that one is repaired more: (circle one)

[✓ Audi] - Buick
Ford Pinto 4 - [✓ Chevrolet Vega]
[✓ Chevrolet Corvette] - Chevrolet Chevelle
[✓ Volvo] - Toyota
Subaru - [✓ Fiat]
Ford pickup V8 - [✓ Dodge pickup V8]
[✓ Mercury Capri] - Ford Mustang

7. New car dealer service varies. If you were to purchase a Triumph or Fiat or MGB, according to CU (165,000 subscribers) reports, what kind of service might you expect? Poor car, poor service (p.399) service problems, not repaired, no parts, poor service, no courtesy. What "domestic" cars had the same experience? Capri, Dodge, Jeep. What class of cars reported long waiting times just to get appointments to get repairs? (Foreign models): Audi, Fiat, Jeep, MGB, Triumph, Volkswagen

8. Buying automobile insurance may cost you most of $1000 each year. Page 400 lists steps in shopping for insurance.
   a. Liability pays others for damage that was your fault.
   b. Medical payments might cover you and be a duplicate of your own health and accident policy.
   c. Uninsured motorist helps if there is a hit/run accident.
   d. Buy collision if you want your own car repaired after an accident. Often people discontinue this when the value of the car drops below $1000.
   e. Comprehensive can replace a cracked windshield.

9. If you are a safe driver, your 3-year insurance costs may be less than half true (true, false).

10. A "Family" policy covers all members even when they drive another car or a non-family person drives the family car true (true, false).

11. A Special Package can be cheaper and is not available to high risk drivers. This may be about 15% below the Family package.

12. If you are going to shop for an insurance company, it is easier if none of the drivers has had any chargeable accidents in the last 3 (p. 403) years or even a number of minor claims.

13. In shopping check $300,000 limits against $100,000 limits because the better premium is not much higher.

14. Circle the company in each pair that gives poorer claim service:

State Farm Mutual - [✓ State Farm Fire and Casualty]
[✓ Allstate (Sears)] - United States Fidelity and Guarantee

15. You can negotiate a claim settlement true (true, false) p. 408.
    a. Get license numbers and insurance companies.
    b. Get names and addresses of drivers and also witnesses.
    c. Record exact time, road and weather conditions, skid marks - location and length.
    d. If your car is "Totaled" (cost is more to repair than to replace) and you need to use the NADA guide to find its price, be sure to use the retail price instead of the wholesale price.

16. "Subrogation" means that if you paid $600 (deductible) when you settled early, you may be able to claim the $600 (p.429) or at least $200.00.

17. The 1979 Buying Guide says that what they classify as Sub-Compacts generally have 4 cylinders. Compacts often have 6 cylinders. "Large" car can carry 6 passengers comfortably. "Specialty" cars are usually highly styled and carry 2 or 3 passengers comfortably. Hatchbacks are excellent choices for carrying cargo. Wagons are excellent for both passengers and cargo. A car trunk is best in high crime areas.

18. Automatic Speed Control can save gasoline true (true, false). Central Locking Systems increase safety and are convenient. Intermittent wipers are good in light rain (p. 369). Sun Roofs tend to leak and take up to 1" of headroom.

19. If buying a 1978 model as a used car does CU like (yes or no):
VW Rabbit Yes Ford Fiesta Yes Chev Chevette Yes
AMC Gremlin No Toyota Celica Yes Honda Civic CVCC Yes
(p. 376) Chevrolet Monza No.

20. From the "Repair Records" pick a truck that has had no more than one black circle from 1972 to 1977 Datsun or Toyota. Pick the Ford that has the best 5-year repair record Ford LTD. Does the Lincoln Continental have a good 5-year record? Yes Would the Mercury Marquis be a good buy? Yes. Would an Oldsmobile be a good buy Yes. Are there any that would not be? Olds Starfire. Subaru? Yes. Toyota? Yes. Triumph? No.

21. In the 1980 Guide what are the advantages of buying a Diesel Engine? p. 20-30% better mileage.
What are the disadvantages? noisier, less power, hard to start, smokier, smellier, needs servicing more frequently.

22. The effect of power steering and power brakes - especially when it also has automatic transmission - is to greatly reduce mileage. ___false_(true or false).

23. You may want to increase the pressure for radial tires up to four pounds to increase performance - beyond recommended limits. _true__ (true, false).

24. If you are going to pull trailers NEVER buy automatic transmissions _false__ (true, false)

25. If your car has a "Full Warranty," this means that if repairs cannot be made in a reasonable length of time the dealer must exchange the car or refund the customer's purchase price _true___.(true,false p.364)

26. Checking the 1978 Buying Guide with the 1980 Guide, what problem has now shown in 1980 that was not a problem in 1978 on the 1975 Pinto 4 (p. 391 in 1980)? _Engine mechanical_.

27. When the Dodge Omni and the Plymouth Horizon first came out CU reported a serious problem with the steering. The Federal Agencies and the Chrysler company disagreed with CU. Have the subscribers to CU reported any serious steering problems that had to be repaired on 1978 models? no problems (the problem according to CU was corrected the following year and could be done with the 1978 if customer insisted.

28. The Repair Records of the Oldsmobile Toronado have gotten _better_ (better, worse), comparing the 1974 with 1978 models. Would the 1978 be a good buy as a used car (looking at repair records only)? _Yes_. p. 395.

29. Compare the Plymouth Volare V8,1976 with 1978 _worse (p. 397)_ (better, worse).

30. What is the repair record of Toyotas? _Excellent, p. 244.

31. CU consultants recommend (p. 401) Automobile Insurance Liability of _100/300/25___(100/300/25, 10/20/5). Since Utah has a no-fault law, CU recommends the medical part of the law be softened by _high deductib__ if you have adequate health insurance. Uninsured Motorist is a very expensive option _false__ (true,false).

32. If you were going to purchase a garage door opener (p. 417) would you get the Genie 450D or the Stanley 4000? Stanley 4000. Why? $46 cheaper, higher in overall quality, digital radio control, automatically reconnects power after quick release is used.

There are 120 answers if you count more than 1 point where there is more than one answer possible. Divide the number correct by 120 for a %.

COMPARISON SHOPPING III

Automobiles and Supplies including "Vintage" automobiles.

Source: Car Buying Made Easier: 1976 Edition; 1979 Edition
Money (magazine) August 1979 page 39ff.

1. In 1976 a Sub-compact wheelbase was about 101" (inches); a Compact was 102-111"; the Intermediate (midsize) was 112-118"; and the Standard (large) size was 119 + inches.

2. In 1979 the Sub-compact was 90-102", the Compact was 103-108", the Midsize was 108-113", and the Large size was 114-127 inches.

Using the 1976 Edition:

3. The Sub-compacts mostly had 4 cylinders.

4. P. 10: A 4.10 Rear-end gear ratio would deliver performance, power. A 2.75 ratio would deliver economy.

5. P. 26: A bias-ply tire has cords crisscrossing the tread of the tire diagonally. The radial tire has cords that go at right angles to the bead (or the tread). A belt goes parallel to the tread and on the top (outside) of the other cords of the ply and is a layer between the ply and the tread.

6. For most drivers radial (p.27) tires are worth the extra cost.

7. Years ago a tire carried a 6.00-16 rating, meaning a 6" diameter tire made to fit on a 16" diameter wheel. In 1976 a bias tire replaced the 6.00 with the letter A (p.27), and the larger, 8.55, tire with H. Then H78-15 labels the diameter of the tire as 8.55, the diameter of the wheel as 15 inches.

8. The tire height (vertical) divided by the tire width (horizontal) then would equal .78 (for example); then $\frac{6.67}{8.55}$ = .78 (p. 28).

9. The .78 is called the Aspect Ratio and is a standard in the industry. If we need to have tires for extensive heavy-duty work, they will ride rougher and be wider horizontally. The Ratio will then be a lower (higher, lower) figure than .78.

10. HR78-15 means the wheel diameter is 15 inches and R tells us that it is a radial tire. See pages 30-31 for showroom inspection and for test driving. Page 32 discusses your trade-in car.

11. If you finance your car through a Credit Union at 1% per month (12%) and plan to pay for it in 30 months, you would multiply the cost of the proposed car by .03875 (p.33) ; if you could spend $150 more each month for a car payment, you would then buy a car for less (more, less) than $4000.

12. If your car was to be financed at 12% for 42 months, the multiplier is .0294756. Then at $150 per month you could purchase a car costing over (over, under) $5000. See page 34 for fuel-saving driving.

13. On page 36 you are cautioned to check the front tires to see if you need a wheel alignment. After 4-10,000 miles your car gas mileage begins to decrease until you sell it false (false, true).

Using the 1979 Edition:

14. The larger cars have more(p.2) (more, fewer) options from which you may choose for engine size and equipment.

15. A typical 4-cylinder engine is 2000(p.8) cc or 2.0 liter, a 6-cylinder is about 3000 cc or 3.0 liter, and a small V8 could be 5000 cc or 5.0 liter.

16. Mini-computers are being used in the engine compartment to help mechanics diagnose problems and to control the fuel (gas) /air mixture and/or timing (spark (p.8) advance.) Their use will improve (improve, decrease) gas mileage.

17. Though many people cannot benefit from the expense of overdrive, its use will increase(p.9) (increase, decrease) miles per gallon and decrease (increase, decrease) engine wear.

18. Instead of an overdrive many choose a gear ratio in the rear axle of 2.50. This will give better (p.9) (worse, better) gas mileage and give worse (worse, better) performance at slow speeds and on hills.

19. Long ago options were limited to windshield, 4-2heel brakes, twin taillights, stop lights, and any color you wanted as long as it was black (p.12). Options today even include miles the car can go until it runs out of fuel.

20. Starting p. 26: New metrick markings for tire changes a 75R14 to a P205. This means the horizontal dimensions of a tire are 20.5 (p.27) millimeters (20.5 cm) and that it is designed to be used on a passenger (truck, passenger) car.

21. The load rating is another figure. The SL means that it is designed for a standard load and XL means it will safely carry an extra load. A "T" means it is Temporary (for a spare tire). With Metric Radials the standard Aspect Ratio is .75.

22. If you plan a Van or Light Truck purchase, there is a free book called Light Truck Buying Made Easier (see p. 36). Also available are 12 watt per channel radio/tape decks. Each year the choices increase (increase, decrease).

23. P. 38: In the last 10 years periodic maintenance of cars in the first 50,000 miles has decreased to save near $400 or more. Where oil changes used to be every 1000 miles, some engines can now go 7500 to 10,000 miles or as little as 3000 miles on some engines of the same year.

24. Extended warranty programs are available for 36,000 miles (or more) and may even include $15 per day or more for a rental car (p. 39).

25. By comparing older models with "downsize" models (1976 vs. 1979) weight on a "Standard" size can drop 1000 pounds, wheel base 10 inches, and overall length 1-1/2 feet. The reason for Congress to legislate this change is to conserve fuel (gasoline).

26. If Downsizing results in savings where miles per gallon changes from 13 to 15, and gas is $1 per gallon, in 50,000 miles the savings would be over $500 (100, 300, 500, 700).

27. Cars sold in California cost more money than in any other State.
Why? More rigid clean in equipment (emissions).

28. For 1979 model Ford Motor Company automobiles before price changed, circle the cars for which some models could be obtained with "standard" equipment (no other options) for less than $4000.

Fiesta, [✓ Pinto], Mustang, [✓ Fairmont], Granada, LTD II, LTD, Thunderbird,

[✓ Bobcat], Capri, [✓ Zephyr], Monarch, Cougar, Mercury Marquis, Lincoln,

Mark V.

29. From the same list write the models that at least one car could be purchased for less than $5000: Fiesta, Pinto, Mustang, Fairmont, Granada, Bobcat, Capri, Zephyr, Monarch, Cougar, Marquis

Besides original price and fuel economy and repair records, another aspect of car ownership is important. A recent magazine article (MONEY, August 1979, p. 39) computed resale value of 1975 model cars (model averages). We have discussed already the fact that automatic transmissions and air conditioners increase resale value, air-scoops and evidence of "hot-rodding" depress resale. Specialty cars)Capri, Monte Carlo, etc.) bring premium resale prices. These figures are the % of the "used" car price is of the new car price. Though foreign car models are often in the 50 s, the top is the Porsche 911S (83%), Mercedes 450L (80%), and Datsun 280Z 2+2 (64%); all others are lower. "Domestics" are: Chevrolet Corvette (82), Pontiac Firebird trans am (67), Chevrolet Camero (67), Mustang II (55), Olds Cutlass (55), Chevrolet Monte Carlo (53), Olds Omega (53), Ford Fairmont (52), Chevrolet Citation (52), Buick Regal (51), Olds Starfire (51), Dodge Dart (Aspen) (51), Pontiac Phoenix (51), Mercury Zephyr (50), Pontiac Grand Prix (49), Pontiac LeMans (49), Ford Thunderbird (49), Buick Skylark (49), Plymouth Volare (48), Mercury Cougar (48), Mercury Bobcat (47), Chevrolet Monza (47), Ford Pinto (45), Chevrolet Malibu (44), Olds Toronado (33).

30. When the Mercury Bobcat and the Ford Pinto are almost identical cars, why would the Bobcat resell for more money? specialty, (high styled) car. Which of these two cars would probably give you the best service per dollar spent on a "used" car? Pinto.
Why? You are not paying a premium for style (status).
(N.B.: The above is not a complete listing, obviously, and the lowest were near 30%. Additional "Foreign" models were BMW 530 (70%),

BMW 2002 (67), Honda Civic (64), Volkswagen (63), Toyota Celica (62), Toyota Corolla (58), Datsun 210 (58), VW Rabbit (58), Dasher Wagon (56), Volvo 245 (56), Datson 710 (54), Volvo 264 (54), Dodge Colt (53), Toyota Corona (52), Fiat Spider (52), VW Scirocco (52), Datsun 610 (50), Audi Fox 4000 (48), Subaru Wagon (47).)

This same source talks about "Vintage" cars "restored" in top quality condition that are increasing in price:

	1973	1979
1931 Model A Ford	$1600	$4500
1947 Chrysler Town and Country	3000	7100
1949 Packard	800	3300
1955 Ford Thunderbird	13,000	15,000
1960 Triumph	600	2000
1961 Lincoln Continental	1000	3500
1966 Corvette	5000	7500

31. What are the problems with making money by buying a "Vintage" car new and holding it for resale?
    a. Knowing which car to buy.
    b. Having your money invested until increase in price.
    c. The expense of "restoring."

32. Why do foreign models, in a day of $1 gasoline, resell for a higher % of purchase price than many Domestics? a. Miles per gallon. b. possible quality.

33. Why would a Chevrolet Corvette and Chevrolet Camaro resell at a higher % than a Chevrolet Malibu? High styling.

34. Why does a "boxy-looking" Mercedes resell at a higher % than a stylish Fiat Spider? Quality.

35. Why is a plain-looking Ford Fairmont in one of the higher % categories? Economy.

36. Why is a "solid" car like Olds Toronado near the bottom
    Questionable design--front wheel drive.

37. Why would a 1931 Model A Ford still be in demand 50 years later and actually be increasing in price? Quality, supply and demand.

38. What did a Ford Thunderbird have special in 1955? First one, Seats only 2.

39. Are sales of "Vintage" cars increasing or decreasing? Increasing. Why? People are more affluent today.

There are about 90 answers in this packet. If you mark the problems correct and divide by 90, you will get the % right (or those wrong and divide by 90 and you get the % wrong--if you are interested). In these three packets we have attempted to introduce you to the world of cars where you will spend as much as you do on your house. Wise buying will leave you money to spend on other things. We will introduce you to other sections of the CU Buying Guides in other packets. Encourage others to take care of the books and we can use these packets for a long while.

Lesson Thirteen

COMPARISON SHOPPING IV

Appliances, Consumer Credit, Common Foods, Nutrition, and Tennis Racquets.

Source: Consumer Reports Annual Buying Guide, 1979, pp 351ff, pp 9ff.

1. For a defective large appliance under warranty that no one will repair you can write: MACAP, 20 N. Wacker Dr., Chicago, Ill.

2. For other warranty problems call toll-free from Ogden: 399-1347.

3. In a Small Claims Court you can go without a lawyer p.357. Fees are from $ 2 to $ 15 and the loser pays the fees. Decisions are usually decided within a few days. There is (is, is not) a limit on the amount of money involved.

4. Consumer Credit is expensive; 6% money will double itself in 12 years and 12% money will double in 6-1/2 years. Credit Unions often charge 1 % per month (12%) and Loan Companies often charge 3% per month 36%. VISA, etc. normally charge 1-1/2% per month (18%) on accounts not paid in full, but nothing to the consumer if payments are current. American Express and Diners Club charge a yearly membership fee of about $ 20.

5. Mastercharge and VISA are cheaper (cheaper, more expensive) than to overdraw a checking account with a GUARANTEED CHECK CARD because they begin to draw interest when the bill is overdue while the Check Card draws interest on the day it is overdrawn (used), even though both draw 18% per YEAR.

6. On a lost credit card, fraudulently usedyyou do not have to pay more than $50 if you follow the rules for notifying the bank, etc.

7. Page 9: If I could find $400 to spend on a washing machine, the Maytag is a Best Buy (p.9). It uses 20 (p.10) gallons of water (10)on a hot wash, takes 32 minutes to complete. It is easy for a repairman to service and the frequency of repair is much better than average.

8. Page 43: What is the cheapest Double Hamburger Maker? Ward's and/or Sears. What brand does CU recommend as best? General Electric (GE).

9. A fresh potato can provide 93 calories or be doctoreduup to contain 230 or more. Instant potatoes contain more (more, less) than fresh (page 58) calories.

10. The only common "filler" to contain fewer calories than a peeled fresh potato is a single slice of white bread with 62 calories.

11. Instant Mashed Potatoes have a better flavor if we purchase those costing more money false (true, false).

12. Dried Beans are an excellent nutrition source but baked potato w/skin is the second best and is better than beans in some categories.

13. The best canned Green Beans cost more than frozen green beans because of the price of the can false(p.65) (true, false), and give same (p.66) (more, less, about the same) food value.

14. Rice is coated to make it appear attractive. Washing Coated Rice does (does, does not) remove nutrients. Coated Rice should always (always, never) be washed before cooking. Do not (do, do not) wash Uncoated Enriched White Rice before cooking.

15. A Peanut Butter Sandwich with Milk supplies more (more, less) high quality protein than a hamburger on a bun and other common sources of protein and costs less (more, less) and has fewer (fewer, more, same) calories.

16. Yogurt has been proved to lower blood cholesterol and make you live longer __________ (true, false). It can (can, cannot) be made at home for less than 10¢ per container. It is made at home from live bacteria, instant dry milk, and milk. A Yogurt lunch contains fewer (fewer, more, same) calories than a typical salad lunch.

17. A Doctor told you that you were getting too much cholesterol and to reduce animal fats. You could use any (p. 80) vegetable shortening. Since many deep-fry recipes require 375 degrees and you are looking for polyunsaturated oils, would Safflower oil be a good buy? Yes p. 81ff) (yes, no).

18. On page 84: If we wanted cheap protein and lower calories, we should buy hamburger (hamburger, bologna).

19. P. 87: If we wanted to mix 1/3 cup Instant Powdered milk and one spoon Chocolate Drink Mix either hot or cold, would Nestles Quik be a good investment? _Yes (p.87)_ (yes, no). If we wanted to add only Hot Water to the mix, would Swiss Miss Malt Flavor be a good investment? _No. (p.88)_ .

20. Frozen Orange Mix is much cheaper if we purchase the imitation instead of the real concentrated form. _False_ (true, false) (p. 88.)

21. Instant Non-fat Dry Milk is cheaper and as nutritious as whole milk fresh except for Vitamin E and K and _calories_ (p. 89).

22. Wood Tennis Racquets are always cheaper _false_ (true, false) (p. 94). Wood Racquets are usually better _false_ (true, false).

There are about 50 answers in this packet. Count the number correct and make a franction with 50 as the denominator. Change the fraction to having 100 as the denominator and it will save dividing the number correct by 50.

LESSON PLAN FORM

Name Teacher F

Lesson Title: "The Lottery"

Lesson Objective: Appreciation of the short story.

Reading skill objective: General comprehension and interpretation of symbolism.

To achieve the reading objective the teacher/student will:

Read the short story and complete the study guide. The teacher will introduce the story with having the students participate in a lottery of their own. They will also be given background information concerning the word "scapegoat."

To achieve the lesson objective the teacher/student will:

Same as above.

Evaluation:

Achievement of reading skill will be evaluated by:

Oral discussion.

Achievement of lesson objective will be evaluated by:

Evaluating the study guides.

DESCRIPTION AND APPLICATION OF READING SKILLS

I had the students participate in a drawing. The student who got the paper with the black dot was told that he could not see the film scheduled for next week. The class was told that a tradition would be started in class. Discussion was connected with the vocabulary on the first part of the study guide. The students were given a copy of the story "The Lottery" and a copy of the study guide.

Evaluation of Reading Skills:

I evaluated the success of the study guide through oral discussion. I asked the students if the guide helped them comprehend the story better. The response was mixed. The students, I feel, comprehended the symbolism in the story because of the guide.

Personal Growth:

I'll keep the study guide as part of the curriculum on short stories.

Lesson Thirteen

THE LOTTERY

By Shirley Jackson

BACKGROUND:

A scapegoat was originally a goat over the head of which the high priest of the ancient Jews (and other cultures) confessed the sins of the people on the Day of Atonement, after which it was allowed to escape. The term has now come to mean a person, group, or thing that bears the blame for the mistakes or crimes of others.

In some cultures the ancient ritual of the scapegoat included sacrificing an individual on whom the sins of the community were ceremonially laid so that the group could be cleansed. The rite often occurred at the time of the summer solstice and was commonly preceded or followed by a period of general riotous freedom, during which ordinary restraints were thrown aside and offenses went unpunished. The ritual had two purposes: (1) to banish the evils of the old year and (2) to appease the forces of the new year to ensure fertility. Primitive man did not know the difference between natural and moral or social forces. He thought natural events could be influenced by his actions.

1. DIRECTIONS: Match the words on the left with the definitions given on the right.

1. Tradition
2. Lottery
3. Ritual
4. Scapegoat
5. Sacrifice

a. a drawing of lots in which prizes are given to the winning names or numbers
b. one that bears the blame for others
c. the offering of something to a diety
d. the handing down of beliefs and customs by word of mouth or by example without written instruction
e. a ceremonial act or action

THE LOTTERY (cont.)

2. How does Miss Jackson create the feeling through most of the story that she is giving a realistic transcript of small-town life?

3. Look at the character types and names in the story. Are they symbolic in any way?

   - Mr. Summers
   - Old Man Warner
   - Mr. Graves
   - Mrs. Tessie Hutachinson

4. Are there any elements in the story which foreshadow the use of the scapegoat ritual?

5. Do we, in a figurative sense, stone or sacrifice people as scapegoats today? How and why?

6. Why do you think Miss Jackson chose to write a symbolic rather than a realistic story about scapegoats?

MOVIE - "THE LOTTERY"

Did the movie have the same impact on you as did the story?

Were the characters in the movie the same as you pictured while reading the story? Give specific examples.

LESSON PLAN FORM

Name Teacher D

Lesson Title: Study Guide, or Reading a Bus Schedule

Lesson Objective: The student will be able to read a bus schedule.

Reading skill objective:

ame as above.

To achieve the reading objective the teacher/student will:

1. Give schedule to each student and explain necessary vocabulary.
2. Give student study guides.
3. Give directions to student.
4. Explain bus fares.

To achieve the lesson objective the teacher/student will:

1. Participate in class discussion.
2. Answer questions from study guide, orally and written.

Evaluation:

Achievement of reading skill will be evaluated by:

The students' ability to answer questions concerning the study guide, oral production and written.

Achievement of lesson objective will be evaluated by:

Same

READING A BUS SCHEDULE

Vocabulary:

- route
- through
- outbound
- inbound
- schedule
- leave
- arrive
- am.
- pm.
- St.
- Blvd.

Reading:

Maria enrolled in English classes at school. Her first class ends at 8:00 and her last class ends at 11:55. Maria lives on 25th Street and Adams. She walks one block from her house to the bus stop on 25th and Washington Boulevard. The school Maria goes to is on 12th and Washington.

Using the bus schedule let's answer these questions:

1. What is the name of the bus Maria rides to school?
2. Would Maria take an outbound or inbound bus to school?
3. At what time should Maria catch the bus in the morning to get to school on time?
4. Would Maria take an outbound or inbound bus home from school?
5. At what time should Maria catch the bus to go home from school?
6. At what time will Maria arrive at 25th Street and Washington Boulevard?
7. What is the abbreviation for street?
8. What is the abbreviation for boulevard?

LESSON PLAN FORM

Name Teacher I

Lesson Title: Study Guides

Lesson Objective: The guides will help the student know what to look for when reading a chapter on preparing breads and cereals.

Reading skill objective: The student will be able to read thoroughly so they will be able to recall the information given in the chapter and be able to give a report verbally to the class on the subject assigned.

To achieve the reading objective the teacher/student will:

Prepare a list of questions taken from the reading, listing what the students are to learn from the chapter. Divide the class into groups for report giving.

To achieve the lesson objective the teacher/student will:

Divide into groups and read the section dealing with the questions assigned by the teacher. The study guide will be followed and a report will be given to the class on the subject assigned.

Evaluation:

Achievement of reading skill will be evaluated by:

The reports that are given to the class.

Achievement of lesson objective will be evaluated by:

The methods used when preparing quick breads, yeast breads, cakes, cookies and pastry.

Lesson Thirteen

PREPARING BREADS AND CEREALS

STUDY GUIDE: Look for the answers to these questions as you read the chapter. List the answers on paper for class discussion.

1. What is the function of the following ingredients in baking?

   Flour, liquids, leavening agents, eggs, sugar, salt

2. Why must oven temperatures be exact when you bake?

3. How should pans be prepared for baking?

. How should pans be placed in the oven?

5. How should baked products be removed from pans?

6. What are the six basic types of cookies? How are they made?

7. How should pastry be prepared?

8. What ingredients can be used to make one-crust pie crusts?

9. What is the difference between quick bread and yeast bread?

10. When using the muffin method of mixing, why is it essential to mix the liquid with the flour only until the flour is moistened?

11. How is yeast bread made by the conventional method? The mixer method?

12. Why must yeast bread be kneaded?

13. What is the difference between shortened cakes and unshortened cakes?

14. Describe the three methods of mixing cakes.

LESSON PLAN FORM

Name Teacher L

Lesson Title: Study Guides

Lesson Objective: To have the students understand where and how you go about sending money out of the country.

Reading skill objective: To have the students learn the vocabulary for the bank and the Post Office.

To achieve the reading objective the teacher/student will:

1. Introduce bank through transparencies.
2. Introduce the Post Office by taking them there.
3. Have them explain orally the things on the study guide sheet.

To achieve the lesson objective the teacher/student will:

Same as above.

Evaluation:

Achievement of reading skill will be evaluated by:

The ability of the students to tell how to send money out of the U. S.

Achievement of lesson objective will be evaluated by:

Same as above.

Lesson Thirteen

BANK AND POST OFFICE

Vocabulary:

Bank	Post Office
Money Order	Airogram
Cashiers Check	Air Mail
Teller	Registered Mail
	Insured

1. Where do you go to get a cashiers check?
2. What kind of check do you send out of the U. S.?
3. Where do you take your cashiers check to send to Thailand, etc.?
4. How do you send your check out of the country?
5. What must you do if the money is not received by the person?

LESSON PLAN FORM

Name Teacher K

Lesson Title: Study Guide for Critical Thinking

Lesson Objective: Using the Study Guide students will be able to interpret a poem read; they will also know the aim of the author in writing the poem.

Reading skill objective: Students will unlock the meaning of some hard words in the poem; they will be able to interpret the poem stanza by stanza and from that formulate the theme of the poem.

To achieve the reading objective the teacher/student will:

1. Present individual words and then read the line where the word was used in the selection. Meaning will be derived at through contextual use.
2. Teacher and student will interpret the poem.

To achieve the lesson objective the teacher/student will:

1. Acquaint the students with the biography of the author.
2. Unlock the difficult words.
3. First reading of the poem.
4. Interpretation of the poem stanza by stanza.
5. Arrive at a consensus as to what the theme of the poem is.
6. Second reading of the poem.
7. Students will be asked to read the stanza they like.
8. Memorization.

Evaluation:

Achievement of reading skill will be evaluated by:

If the students are given another poem like "If" by Kipling they will be able to read it critically.

Achievement of lesson objective will be evaluated by:

Testing their ability to interpret the first 2 stanzas of Kipling's "If."

PSALM OF LIFE

by H. W. Longfellow

STUDY GUIDE:

1. How do you see life?
2. How does life treat you?
3. As we read Longfellow's poem, let us see how he sees life.
4. Develop:
    a. Mournful - (sorrowful, grateful, colorful)
    b. Goal - (ballfield, purpose, keeper)
    c. Fleeting - (ship, oar, flying fast)
    d. Bivouac - (temporary shelter, strain)
    e. Sublime - (noble, sorry, decline)
    f. Forlorn - (famous, renown, deserted)
5. As you read the poem, what is the major idea that comes to you?
6. What are the key words that refer to life as viewed by the author?
7. Interpret the poem stanza by stanza.
8. What is Longfellow's advice to us - living creatures?
9. Pick out a stanza of your choice and memorize it.
10. What does the author mean when he said:

    "And departing, leave behind us footprints on the sands of time"

    What kind of footprint will you leave behind?

LESSON PLAN FORM

Name Teacher C

Lesson Title: Showing Past Time with Verbs

Lesson Objective: Understand the formation and use of past time verbs.

Reading skill objective: Increase critical thinking and comprehension skills by using a study guide.

To achieve the reading objective the teacher/student will:

Provide a study guide to involve the student in the use of the reading skills objective.

To achieve the lesson objective the teacher/student will:

1. Explain and give directions for using study guide.
2. Answer questions concerning the activity.
3. Discuss answers when finished.

Evaluation:

Achievement of reading skill will be evaluated by:

Observing the use of the study guide.

Achievement of lesson objective will be evaluated by:

Examining the results of exercise number four.

VERBS SHOWING PAST TIME

STUDY GUIDE: The student should re-read chapter 17 very carefully and answer the following questions and complete the following exercises step by step.

EXERCISE #1.

Many times when you write you need to show past time. Verbs can show time. Most verbs have a form to show past time. Many use the ending ed.

The explanation you have just read tell three things about verbs. What are they?

1.
2.
3.

EXERCISE #2.

When you write, it is important to spell the verb forms correctly. Remember these hints:

1. To make a past form with ed:

- with most verbs, add ed.

need - needed

- with verbs that end in e, add d:

use - used

- with a verb that ends in a consonant plus y, change y to i. Then add ed:

fry - fried

- with verbs that end in a short vowel plus a consonant, double the consonant, then add ed.

hop - hopped

The hints given above tell four ways to make a past form of a verb using ed. They are:

1.
2.
3.
4.

There is one example given for changing a verb form to the past time with each hint. Write a different example for each hint.

1.
2.
3.
4.

EXERCISE #3

Write the verb form that shows past time.

1. Jim (save) comic books.
2. Kate (like) to swim.
3. Mrs. McNary (reply) quickly.
4. Sam (try) to win the race.
5. Clem (jog) two miles each day.
6. Sara (nod) her head at us.
7. Inspector Robins (spy) on the criminals.
8. The key (rattle) in the lock.

EXERCISE #4

Review the four hints in Exercise #2. Check your four answers and make sure they are correct according to the hints. When you are sure then check Exercise #3 and make any corrections necessary.

EXERCISE #5

Write a sentence using each of these verbs to show past time:

1. Call
2. Wait
3. Rain
4. Steer
5. Stay
6. Enter
7. Stop
8. Cry
9. Care
10. Jump

Your teacher will correct the above exercise. If you have missed any, study the verb before you change it. Determine which hint in Exercise #2 applies to the verb form. Write the hint by the sentence in error. Make the necessary corrections of the verb form. When you are satisfied that all are correct, have your teacher check them.

LESSON PLAN FORM

Name Teacher G

Lesson Title: Study Guide

Lesson Objective: To prepare students for objectives in completing credit

Reading skill objective: To use pre-testing to research through (1) lectures, (2) investigation, (3) reading materials

To achieve the reading objective the teacher/student will:

- Present a pre-test study guide to determine what is known and what students need to find. Three sources are provided.

To achieve the lesson objective the teacher/student will:

- Pass the post test which will be the result of the unit. By using three sources of information, students will be able to pass the unit.

Evaluation:

Achievement of reading skill will be evaluated by:

Post test.

Achievement of lesson objective will be evaluated by:

Same as above.

CONSUMER EDUCATION

PRE-TEST

MARKETS

1. There is a deliberate plan in supermarkets to urge you to impulse buy. ______________________
2. High profit, impulse items are __________, __________, __________, __________, __________, __________.
3. A "special" means something sold at a lower price.
4. What do you think of when you see items piled in a basket or container?
5. Multiple pricings like 2 for 99¢ or 3 for 69¢ means good bargains.
6. What are called power items? (3)
7. Power items are together or separate?
8. What do you suppose a hitchhiking product is?

VITAMINS

9. What exactly is a vitamin?
10. What does the word vitamin mean?
11. Why do you think we pay money for vitamins we get for free?
12. Many Americans are suffering from true vitamin deficiency.
    ____
13. Vitamin C prevents and/or helps cure colds.
    ____

CONSUMER EDUCATION (cont.)

16. How can we ever possibly get enough Vitamin C?

____

17. Cooking brings out vitamin value.

____

FOODS

18. What vitamins or useful proteins does sugar have?

____

19. Why does sugar make you tired? ____________________________

20. What store foods contain sugar? ____________________________

21. The average child per year

Eats ___________ lbs of candy

Drinks___________ bottles of soda

Chews ___________pieces of gum

22. Fruit Juice Drink is _____________ % water.

Fruit Punch is ___________________ % water.

Fruit Flavored Drink is _________ % water.

23. Hamburgers, french fries, pizza, chicken and fried fish are:

Reasonably nutritious
Very nutritious
Not nutritious

24. Fast foods provide good amounts of _________________________

too much __________________ and ___________________________

and too little _________________ and ________________________.

CONSUMER EDUCATION (cont.)

25. The body needs ____________ amounts of vitamins.

26. There is a ____________ difference between the nutrition from organic and non-organic food.

27. Pizza is absolutely worthless in the areas of protein and fat.

____

28. USDA Choice on meat means the product has ____________

____

29. USDA Grade A on poultry means that ____________

30. USDA Grade A eggs are ____________

HOME

31. Underneath the sink or cabinets with pipes are cool, safe places to store potatoes, onions and canned food.

32. Bread is protected against mold, best at room temperature, refrigerator ____________

33. Cans should always be kept dest free. Why? ____________

34. If a can sticks slightly to a shelf, what possibly has happened?

____

REFRIGERATOR

35. Refrigeration has what effects on bacteria? ____________

36. Freezing kills bacteria. ____________

37. Do you have an accurate thermometer in your refrigerator and freezer?

CONSUMER EDUCATION (cont.)

38. If items are in the refrigerator for more than 4 days, the ideal temperature is ______________________

39. Freezer temperature should be ______________________

LESSON FOURTEEN

Reading Study Skills

March 12, 1980

Share and Tell

Break

Review Reading Study Skills Objectives Applicable to This Lesson

Rapid Reading Activity

Charts, Graphs, and Tables

Activity: Charts and Graphs

Assignment

Lesson Fourteen

PRACTICE IN RAPID WORD RECOGNITION

Instructions: Quickly skim the words in each row. Underline the word which is the same as the first word.

1.	Energy	water	fluid	energy	sun
2.	air	soil	forest	air	tree
3.	tree	dirt	tree	hair	bird
4.	water	sun	tree	water	horse
5.	prey	animal	plant	prey	fungi
6.	web	spider	tree	biology	web
7.	sun	stone	sun	leaf	hear
8.	store	green	heat	light	store
9.	fern	fungi	flower	fern	bird
10.	chicken	salmon	fish	chicken	eel
11.	ecology	population	animal	biology	ecology
12.	heart	spleen	eel	blood	heart
13.	science	science	biology	health	ecology
14.	bacteria	germ	bacteria	virus	bug
15.	virus	spore	seed	germ	virus
16.	optic	oral	aural	optic	touch
17.	algae	blood	algae	fern	blood
18.	malaria	ant	spore	nasal	malaria
19.	nerve	neuron	light	nerve	light
20.	fungi	mushroom	poison	toadstool	fungi

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CHARTS, GRAPHS, AND TABLES

Charts, graphs, and tables show a total picture or capsulize a situation. They provide visual shortcuts for viewing and learning facts.

Charts

Charts organize information through a visual summary of relationships. Some types of charts are: flow, diagram, and comparison.

Graphs

Graphs show a comparison of relationship of data by some type of visual representation. Information may be organized in the following type of graphs: bar, line, picture, and circle.

Tables

Tables are usually arranged in rows and/or columns and contain ready-reference information such as multiplication tables.

Procedures which will assist students in reading the information contained in the above visual aids include:

1. Read the title and note the type of chart, graph, or table. This information will contain the main idea the author wishes to project.

2. Examine the way the data is presented or arranged. What information is contained in the vertical column? The horizontal row? This will tell what is compared.

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3. In charts, what do the symbols represent?

4. Become familiar with the key or legend. This is the basis for understanding the message of the graphic.

5. The scale will tell you what the incremental rise or decline is.

6. Information contained in charts will involve a pattern of relationship, i. e., time, sequence, comparison, etc.

7. Guide students to read for obvious or literal understanding.

8. Now, students are ready to be helped to form inferences, read critically, and draw conclusions about the data. Teach them to predict, based on the information given.

9. Reflect the information given in the text and have the students discuss, or examine how the graphics illuminate what is written.

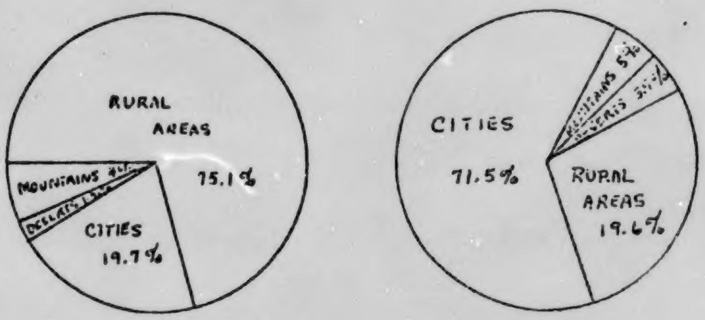
STUDENT ACTIVITIES

1. Using their text books, have students write questions which can be answered with information from charts, graphs, and tables.

2. When students make their own graphs and tables, here are some things which they must consider:
   a. What date they need?
   b. How it will be arranged?
   c. What headings will be used?
   d. What is the main idea to be projected?
   e. What is the best way to show the data--graph, table or chart?

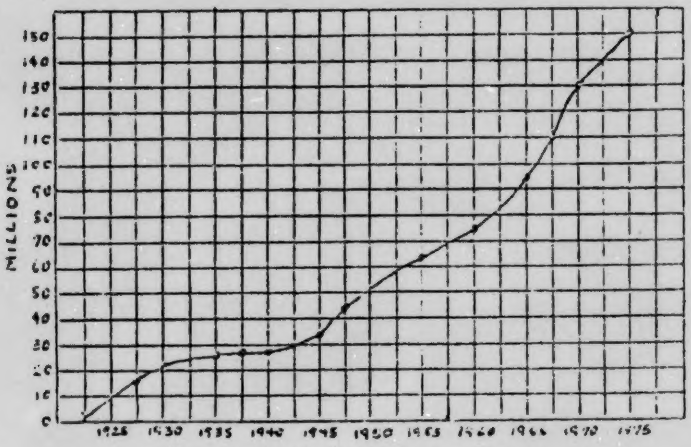
Copyright.

Distribution of Population in the State of Syrolia

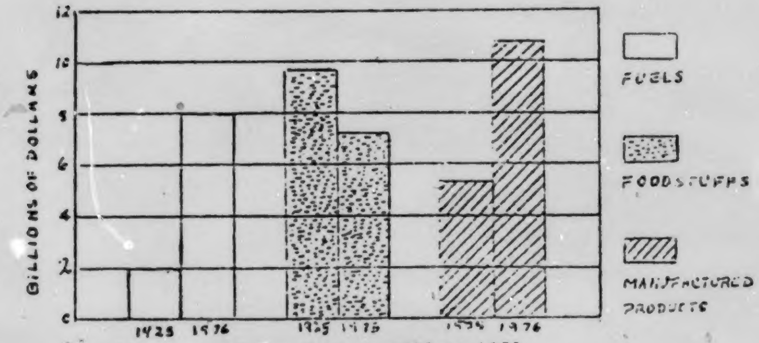


1925
population: 7.3 million

1975
population : 13.2 million



Number of telephones in Syrolia



Exports to Other Nations 1925 to 1975

Chart and Graph Activity

GRAPH ACTIVITY

Questions

1. What percent of land area does the circle graph depict?
2. What does each bar on the graph represent?
3. What time period do the charts and graphs cover?
4. Can you develop any math problems from the various graphs presented?
5. What kind of information do the graphs contain?
6. What percentage is the increase in number of telephones?
7. What is the topic of the bar graph?
8. What is the relationship between rural areas and the sale of farm products?
9. Why was the growth of the telephones at a standstill during a period of approximately ten years?
10. What does the vertical axis represent on the bar graph?
11. What does the horizontal axis represent on the line graph?
12. Why do you think there was an increase in desert area between 1925 and 1975?
13. What prediction can you make based on the information found in the charts and graphs?

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ASSIGNMENT

* Prepare a rapid reading activity or a charts, graphs and tables activity. If students are able let them summarize material from an assignment into an appropriate chart, graph or table.

  (Refer to instructions on page 244, student activities.)

* Journal.

LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher K

Lesson Title: Graphs

Lesson Objective: Students will be able to interpret graphs or charts.

Reading skill objectives: Students will be able to interpret the information given on the graphs or charts.

To achieve the reading objective the teacher/student will:

1. Teacher will present the different kinds of graphs.
2. Guide students on how to interpret the meaning of the data presented.
3. Students will graph their attendance from Sept. to Feb.
4. They will take their percentage of attendance too.
5. They will also work on Math graphs.

To achieve the lesson objective the teacher/student will:

1. Students will be shown different graphs from the Sociology book.
2. Cooperatively the teacher and students will interpret a graph on population.
3. Guide sheets will be given to students to work on cooperatively.
4. Work sheets will be checked.
5. Students will choose a graph and will write questions about the graph.
6. Students will exchange questions and work on their classmates' guide sheet.

Evaluation:

Achievement of reading skill will be evaluated by:

See if students can evaluate information on graphs.

Achievement of lesson objective will be evaluated by:

Students will identify information given on graphs.

GRAPH ACTIVITY

P. 325

1. What kind of a graph is presented to you?
2. What time period does the graph cover?
3. What does each man represent in the graph?
4. What is the projection of the world's population in the year 2000?
5. According to projection how many years will it take to double the population of 1970?
6. What percentage is the increase in population from 1930 to 1970?
7. With our present increase in population do you think there will really be a need for a zero population?
8. Using some of your readings what do you think are the 2 major causes of population growth?

P. 330

9. Looking at the chart it shows that 1930 and 1970 has almost the same birth rate per thousand, how come that population almost doubled from 1930 to 1970?
10. Which year has the dip in birth rate? What could have caused this?

LESSON PLAN FORM

Name Teacher I

Lesson Title: Charts and Graphs

Lesson Objective: A graph will be made by the students showing evaluation of commercial cakes that have been made previously.

Reading skill objective: Students will read the characteristics of a cake made with shortening that are on a score card and be able to evaluate the cake they made the day before.

To achieve the reading objective the teacher/student will:

Furnish a score card evaluation showing the characteristics of a good cake. Then plain paper, rulers, and a sample showing how graphs are done will be given to the students.

To achieve the lesson objective the teacher/student will:

The student will individually score the 4 different brands of commercial chocolate cake they had made the day before, using the score card sheets furnished by the teacher. Each cake will be evaluated on a separate score card. The student will then use the score cards to make a graph showing which cake they felt was best according to the score card.

Evaluation:

Achievement of reading skill will be evaluated by:

How the students grade the cakes using the score card.

Achievement of lesson objective will be evaluated by:

The graph the students will make from the score cards used to grade the cakes.

SCORE CARD

SHORTENED CAKES

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Exterior				
Uniform shape with slightly rounded top, No peaks or cracks.	______	______	______	______
Uniform size. Light in weight in proportion to size.	______	______	______	______
Uniform golden brown color. Color, however, may be affected by flavoring such as spices or chocolate.	______	______	______	______
Tender, smooth crust.	______	______	______	______
Interior				
Uniform color, characteristic of type of cake.	______	______	______	______
Fine, even grain, free from tunnels.	______	______	______	______
Velvety, moint, and tender texture.	______	______	______	______
Not soggy or too dry.	______	______	______	______
Pleasing flavor, well blended, and characteristic of kind of cake.	______	______	______	______

Total score (32 for Excellent) ______________

LESSON PLAN FORM

Name Teacher F

Lesson Title: Elements of a Short Story

Lesson objective: The teacher will give a background of the short story and introduce the basic elements of this little exercise.

Reading skill objective: The students will learn the skill of skimming and word recognition.

To achieve the reading objective the teacher/student will:

The student will do the rapid word recognition exercise. The words on the list are ones they are familiar with. I hope that the exercise will not only be a lesson in word recognition, but it will also help reinforce what they had learned in class (vocabulary).

To achieve the lesson objective the teacher/student will:

Same as above.

Evaluation:

Achievement of reading skill will be evaluated by:

How well the students respond on their work sheet.

Achievement of lesson objective will be evaluated by:

An oral review of the words on the list.

Lesson Fourteen

SHORT STORY UNIT

Rapid Word Recognition

Instructions: Quickly skim the words in each row. Underline the word which is the same as the first word.

1.	narrative	narcotic	narrator	nautical	narrative
2.	protagonist	protect	prototype	protagonist	protester
3.	plot	plot	probe	plan	plead
4.	fiction	faction	fraction	fickle	fiction
5.	folk tale	folk lore	folk dance	folk song	folk tale
6.	character	charcoal	clarity	character	sonscience
7.	novel	noisy	novel	novice	nickel
8.	antogonist	analogy	anticipate	antagonist	anthropod
9.	climax	classic	clause	clammy	climax
10.	setting	sitting	setting	seating	settling
11.	contemporary	confusion	contentment	contemporary	contender
12.	realism	realistic	reaction	realm	realism
13.	fables	fables	folly	fabulous	fabricate
14.	conflict	confide	conflict	convey	confuse
15.	reality	realm	reality	realtor	reaction
16.	hero	hurt	zero	herd	hero
17.	theme	theme	time	these	scheme
18.	symbolism	embolism	symbolism	sympathy	system
19.	universal	unified	uniform	rehearsal	universal
20.	resolution	resolution	revolution	illusion	restitution

SKIMMING

Very FAST reading is called SKIMMING.

Skim to find the following in the Metropolitan Ogden Telephone Book for January, 1979.

________ the area code for Utah: use the cover.

________ the area code for Oregon

________ the area code for San Francisco, California.

40______ the page number for a Photographer named Dave Memmott.

393-________ Dave Memmott's telephone number at work.

16__________________ the address of a Rental Service Store close to our school.

________________ RENTS: the name on the store at 16th and Washington.

________________ sells Stoves, Wood called Schrader Stoves.

782-________ the telephone of the BLACK ANGUS STEAK BARN Restaurant.

825-________ the Sergeant (Sgt) BLACK at Hill Field on Liberty Rd., Hill AFB.

825-________ he McEntire that lives in Southwest Roy.

392-________ the telephone of Welling Macfarlane.

393-________ the telephone of "Shorty" Thompson on 16th and Fowler Ave.

84________ the Zip Code for Roy City.

84________ the Zip Code for Weber State College.

84________ the Zip Code for Ogden Service Center (IRS).

SKIMMING (cont.)

844______ the Zip Code for McKay Dee Hospital at 39th and Harrison.

______________________________ the city WEST of West Weber.

______________________________ the city SOUTH of West Weber.

______________________________ the Street you would go on from our school to MARRIOTT.

______________________________ the location of CRAIG CIRCLE. (Street)

______________________________ the direction Childs Avenue runs. (N-S or E-W or E or W)

______________________________ the direction Farr Drive runs.

______________________________ from our school to Farr Drive, what streets.

______________________________ the location of Suncrest Drive.

______________________________ the direction Suncrest Drive runs. (N, S, E, W, N-S, E-W, NE - SW, etc.)

LESSON PLAN FORM

Name Teacher D

Lesson Title: Rapid Word Recognition of Days of the Week and Months of the Year.

Lesson Objective: The student will visually and orally recognize words for the days of the week and months of the year.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

1. Review the months by choral reading of the words and question-answer drills.
2. Test using rapid reading materials.

To achieve the lesson objective the teacher/student will:

1. Participate in choral reading.
2. Participate in question-answer drills.
3. Complete tests on repid reading.

Evaluation:

Achievement of reading skill will be evaluated by:

1. Oral production.
2. Performance on rapid reading tests.

Achievement of lesson objective will be evaluated by:

Same as above.

RAPID WORD RECOGNITION

Monday	morning	move	many	Monday
December	dozen	dream	deep	December
Tuesday	Tuesday	tonight	Thursday	today
November	November	December	September	nine
Wednesday	whisper	window	welding	Wednesday
October	onion	October	ovember	over
Thursday	think	through	Thursday	throw
September	Soup	Seven	September	see
Friday	afraid	Friday	from	free
August	August	anything	aunt	any
Saturday	Saturday	Sunday	sister	shoe
July	June	July	jar	soon
Sunday	sun	sit	Sunday	Monday
June	July	just	June	jump
January	January	June	July	joke
May	many	March	month	May
February	favor	from	February	fall
April	apple	April	price	any
March	match	much	May	March

LESSON PLAN FORM

Name Teacher G

Lesson Title: Charts, Graphs, Tables

Lesson Objective: To make a graph clearly showing prices in comparison.

Reading skill objective: To chart and be able

- to give information about the comparative prices of products sold by different stores.

To achieve the reading objective the teacher/student will:

- be instructed on what to do and how to do it.

To achieve the lesson objective the teacher/student will:

- present a graph comparison of any OTC product from the unit on OTC drugs.

Evaluation:

Achievement of reading skill will be evaluated by:

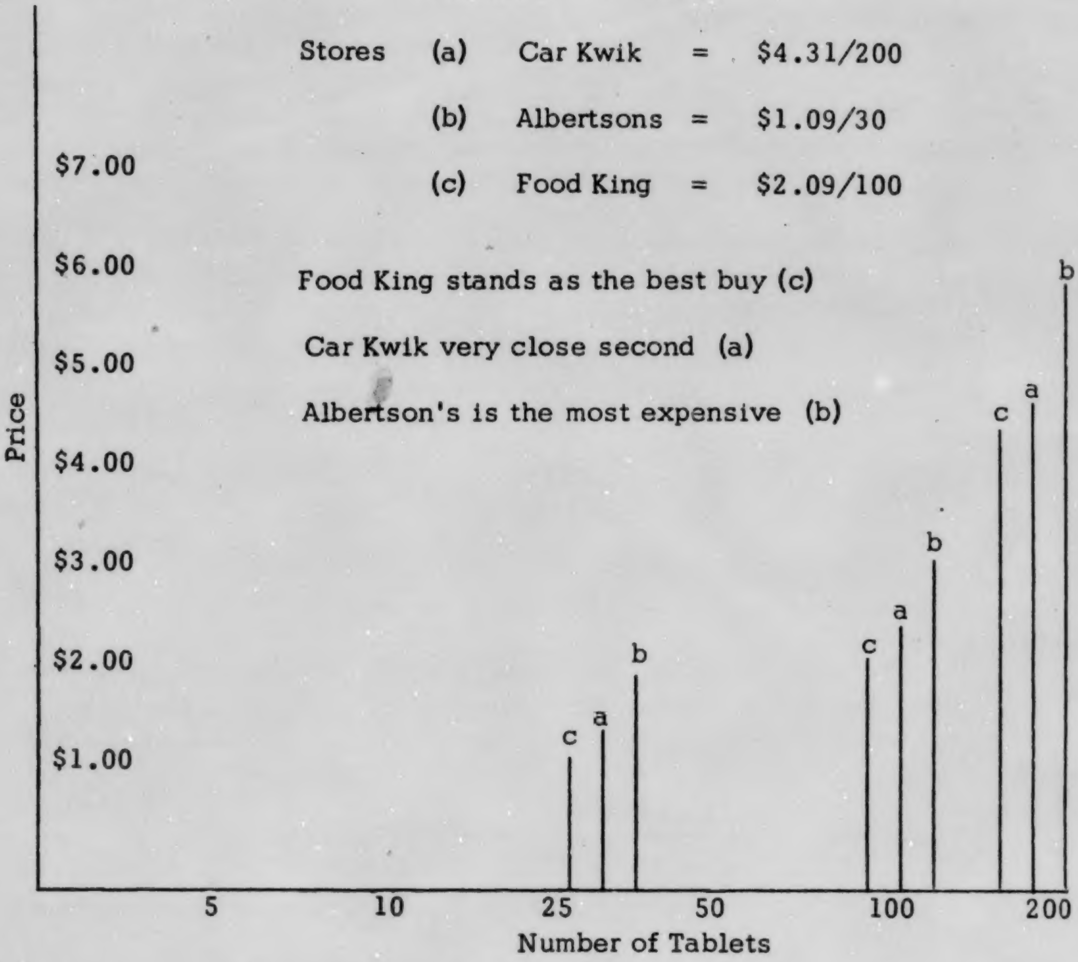
- accuracy of graph and student's ability to summarize his findings.

Achievement of lesson objective will be evaluated by:

Same as above.

COST COMPARISON

- Divide price of product by number of tablets for cost of each tablet.
- Calculate the total cost of dosage according to each other market's prices.
- Chart costs.
- Summarize.



Product = Anacin

Stores (a) Car Kwik = $4.31/200

(b) Albertsons = $1.09/30

(c) Food King = $2.09/100

Food King stands as the best buy (c)

Car Kwik very close second (a)

Albertson's is the most expensive (b)

LESSON PLAN FORM

Name Teacher C

Lesson Title: Graphs

Lesson Objective: The student will learn to read and understand the concepts of simple line and bar graphs.

Reading skill objective: Same as above.

To achieve the reading objective the teacher/student will:

1. Introduce the graph concept, provide practice time and materials.
2. Develop a study guide for practical application.

To achieve the lesson objective the teacher/student will:

1. Participate in drawing a graph with teacher's help and orally discuss the concepts as the graph is constructed.
2. Using the prepared study guide, the student will develop a graph and answer the required questions about the graph.

Evaluation:

Achievement of reading skill will be evaluated by:

The students graph and responses to study guide questions will be evaluated and orally discussed with the student.

Achievement of lesson objective will be evaluated by:

Same as above.

STUDY GUIDE
TRAFFIC SURVEY

Draw a line chart that will compare the following information:

The number of cars that enter Huntsville Valley during the day are:

6 - 7 a.m. = 10
7 - 8 = 15
8 - 9 = 45
9 - 10 = 80
10 - 11 = 127
11 - 12 noon = 143

12 - 1 p.m. = 60
1 - 2 = 75
2 - 3 = 85
3 - 4 = 40
4 - 5 = 130
5 - 6 = 148

Before you make the chart, think out the following questions in the study guide.

1. What will the horizontal (across) space represent?
2. What will the vertical (up and down) space represent?
3. After you have decided on the first two questions, draw the chart. Do not place any dots to plat the graphlline until the teacher checks your chart box.
4. Plot and draw the line on your chart.

From the chart information, answer the following questions:

1. If the survey results were nearly the same every day, Monday through Friday for the months of December, January, February and March, what would the high points of traffic tell you?
2. What would the low points tell?

LESSON FIFTEEN

Reading Study Skills

March 19, 1980

Share and Tell

Break

Following Written Directions

Clue Words in Following Directions

Following Directions Activity

Post-Test

Assignment

FOLLOWING WRITTEN DIRECTIONS

Students' difficulty in following written directions can often be attributed to:

- The lack of ability to read and understand the meaning of words used in written directions.
- Unclear written directions.
- Little or no training in reading and following written directions.
- Over-worked, well-meaning teachers who patiently repeat directions for those who didn't bother to listen to them in the first place, thus reinforcing habits of inattention.
- Teaching practices that conditionppupils to rely on remembering and following teacher-given oral directions rather than reading, understanding, and acting on written directions they have thought through for themselves.

There are undoubtedly others, but these are the ones which can be most easily and quickly acted upon by the teacher.

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Lesson Fifteen

KEY WORDS IN WRITTEN DIRECTIONS

KEY WORDS: Examples of how they can be used in mathematics.

1. Explain the process of division of fractions.

   What is the process of division of fractions?
   How does the process of division of fractions work?
   Why does the process of division of fractions work?

2. Describe how to subtract signed numbers.

   Give a word picture of what is being done in order to carry forth the process.

3. Discuss three different methods of finding square roots.

   Give the processes involved in guess and check, division-average method, and calculation methods of finding square root. Give one advantage and one disadvantage of each.

4. Define a prime number.

5. Compare a composite number with a prime number.

   In what two ways are they alike and in what two ways are they different.

6. Enumerate the steps in calculating square root.

7. Prove that $4 + 4 = 13$. (five)

8. Outline the process or operation of long division.

9. Evaluate the idea of having rules to add signed numbers.

10. Summarize the three rules that can be applied to addition of signed numbers.

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READING, UNDERSTANDING AND FOLLOWING WRITTEN DIRECTIONS

OBJECTIVE: To follow written directions.

DIRECTIONS:

1. Read the directions that must be followed in order to complete the activity below.
2. Put all answers on another sheet of paper.
3. Read completely each step. Then do what it says.
4. If you are unable to complete the assignment by following these written directions, I will be happy to help you by giving oral directions; however, there is a limitation to these directions I must be able to answer your questions with only "yes" or "no."

STEPS:

1. For this investigation, cut three strips of paper two inches wide and eleven inches long.
2. Hold one end of a strip in one hand.
3. With your other hand, bring the two ends together.
4. Take one end, give it a half twist and tape the two ends together.
5. A band twisted this way is called a Mobius strip.
6. With your pencil, draw a line down the middle of the strip until you have gone its full length. Do you return to your starting point? (1) ____________________.
7. On the basis of this experiment, how many surfaces does the strip have? (2)__________________.
8. Run your finger along one edge of the strip. How many edges can you tract? (3) _______________.

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9. If you were to cut with a pair of scissors along the line you have drawn and continue to cut until you returned to your starting point, will you get two strips? (4) ______________________________.
Will this cut add another edge? (5) ______________________________.
Will this cut add another surface? (6) ____________________________.

10. If you were to make two complete trips around the strip with one continuous cut, what would you predict will happen?
(7) ______________________________.

11. With your scissors, cut along the line you have drawn and continue to cut until you return to your starting point. What happened?
(8) ____________________________. Does this agree with your prediction in answer (4)? (9) ______________________________.

12. Make a second Mobius strip. Cut it parallel to an edge one-third of the way into the strip. Continue cutting until you are back to your starting place.

13. What is the result? (10) ______________________________.

14. How do your loops compare in length and width?
(11) ____________________________.

15. How does the results compare with your guess in answer (7)?
(12) ____________________________.

16. Make a third Mobius strip.

17. Cut it one-fourth the distance from the edge until you return to the starting place.

18. What is the result? (13) ____________________________.

19. How is it different from your other strips in length and width?
(14) ______________________________.

20. Without cutting another strip, what do you think the results would be if you cut it in fifths? (15) ____________________________.

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ASSIGNMENT

- * Have at least two practice sessions devoted to reading, understanding and following directions.
- * Develop an activity using charts, graphs or tables.
- * Journal.

FINAL ASSIGNMENT

- Completed journal, including samples of the lessons given this session, due next week.
- Final longitudinal evaluation of the series of workshops should be included.

POST-TEST OF TEACHER'S KNOWLEDGE OF READING SKILLS

On a continum of one to five, assess your competency in teaching the following reading skills.

One (1) represents high level of competency
Five (5) represents low level of competency

1. Using generalizations governing sounds. 1 2 3 4 5
2. Identifying and using structural analysis. 1 2 3 4 5
3. Using syllabication and accent in identifying new words. 1 2 3 4 5
4. Identifying and comprehending compound words. 1 2 3 4 5
5. Using context clues. 1 2 3 4 5
6. Evaluating content in terms of purpose. 1 2 3 4 5
7. Judging reliability of information. 1 2 3 4 5
8. Differentiating between fact and opinion. 1 2 3 4 5
9. Identifying unsupported generalizations and recognizing exaggerations. 1 2 3 4 5
10. Drawing conclusions and making inferences 1 2 3 4 5
11. Anticipating events. 1 2 3 4 5
12. Relating what is read to self. 1 2 3 4 5
13. Differentiating reading purposes. 1 2 3 4 5
14. Following written directions. 1 2 3 4 5
15. Using the parts of a book. 1 2 3 4 5
16. Summarizing ideas. 1 2 3 4 5

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17. Using note-taking techniques. 1 2 3 4 5

18. Organizing material through outlining. 1 2 3 4 5

19. Reading graphic material. 1 2 3 4 5

20. Using the dictionary effectively. 1 2 3 4 5

21. Using graphic materials and picture clues to arrive at the meanings of words. 1 2 3 4 5

22. Derive the meanings of words and symbols from changes in word structure. 1 2 3 4 5

23. Recognize and derive meaning from changes in word structure. 1 2 3 4 5

24. Understand and select appropriate synonyms and antonyms for given words. 1 2 3 4 5

25. Incorporate precise and technical language into the total vocabulary. 1 2 3 4 5

26. Derive accurate pronunciation and appropriate meanings of words and symbols fromddictionary and glossary. 1 2 3 4 5

27. Identify and use multiple meanings of words. 1 2 3 4 5

28. Identify and use multiple symbols with a single meaning. 1 2 3 4 5

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LESSON PLANS OF WORKSHOP PARTICIPANTS

LESSON PLAN FORM

Name Teacher I

Lesson Title: Evaluation: Clue Words for Direction Following in Using Leavening Agents in Chocolate Cake

Lesson Objective: By comparing different amounts of leavening agents used in Chocolate Cakes, the students will understand the importance of using the right amount of leavening agent to achieve good results in baking cakes.

Reading skill objective: The student will be able to use the correct amount of leavening agent by reading the recipe and the alternatives to be used in the experiment on Chocolate Cakes.

To achieve the reading objective the teacher/student will:

Prepare a chart to be placed on the wall which gives the basic recipe for Chocolate Cake and also the alternative amounts of leavening agent to be used by the other test labs.

To achieve the lesson objective the teacher/student will:

Prepare different Chocolate Cakes using differing amounts of baking powder and baking soda. When the cakes have been cooled, they will evaluate or compare the results.

Evaluation:

Achievement of reading skill will be evaluated by:

Comparing the different cakes that will be prepared and recording the results on a chart provided by the teacher.

Achievement of lesson objective will be evaluated by:

Evaluating the cakes the students will prepare, record the results on a chart and write their conclusions on the comparison of differing amounts of leavening agent. In the conclusion they will state which in their opinion is the best amount of leavening agent to use and why they think it is.

Compare Effect of Amount of Leavening Agents on Chocolate Cake

Variation	Volume (Height)	Color	Tenderness	Flavor
Basic Recipe				
More Baking Powder (1-1/4 tsp)				
More Soda (3/8 tsp B.P.) (3/8 tsp soda)				
Buttermilk and Soda				

Conclusions:

LESSON PLAN FORM

Name Teacher D

Lesson Title: Following Written Directions in Applications for Employment.

Lesson Objective: The student will be able to read and correctly fill out an application for employment.

Reading skill objective: The student will be able to read, comprehend and pronounce vocabulary found on a simple job application.

To achieve the reading objective the teacher/student will:

1. Explain the importance of correct applications and their responses to information.
2. Discuss necessary vocabulary.
3. Test for vocabulary understanding by spelling quizzes, spelling "bee" games, question and answer drills.
4. Provide students with the necessary work sheets.
5. Test students by the use of flash cards for the ability to read the application vocabulary.

To achieve the lesson objective the teacher/student will:

1. Respond to class activities.
2. Do written work.

Evaluation:

Achievement of reading skill will be evaluated by:

1. Ability to read written work.
2. Understand meaning through question and answer drills.
3. Performance on tests, quizzes.
4. Ability to complete a simple application.

Achievement of lesson objective will be evaluated by:

Same as above.

LESSON PLAN FORM

Name Teacher G

Lesson Title: Reading, Understanding, Following Directions

Lesson Objective: To complete step by step unit in advertising.

Reading skill objective: To follow written directions, not oral explanations, to check off steps as completed.

To achieve the reading objective the teacher/student will:

- Monitor progress in order of directions.
- Finishing steps instead of generally completing project is hard for students.
- Teacher must keep goals and steps in front of students.

To achieve the lesson objective the teacher/student will:

- Evaluate completed project--a poster advertising an invention plus completion of steps to achieve the goal.
- Poster must contain certain information for consumers.
- Poster is accepted only if directions followed.

Evaluation:

Achievement of reading skill will be evaluated by:

- Results of step by step success.

Achievement of lesson objective will be evaluated by:

- Grading the poster.

FREE ENTERPRISE

Objective: To invent and advertise a completely new product.

Follow the steps listed below to achieve objective:

1. Name the Product.
2. Write 5 different headlines which include your Product.
3. Advertise your Product for:
    a. Convenience.
    b. Protection or safety.
    c. Improvement over current products.
    d. A family.
    e. Use scare tactics.
    f. Personal worth.
4. Explain:
    a. Why it is needed.
    b. What exactly it is.
    c. Cost.
    d. Where to get it.
    e. Why consumers should buy it from you.
5. A poster containing facts of the above plus picture is to be finished to obtain credit.

LESSON PLAN FORM

Name Teacher F

Lesson Title: The Short Story Exam

Lesson Objective:

Reading skill objective: Clue words for test taking.

To achieve the reading objective the teacher/student will:

Study the clue words and discuss them in class. The student will then apply what he has learned to the short story exam.

To achieve the lesson objective the teacher/student will:

By using the clue word list, the student will answer the questions on the short story exam.

Evaluation:

Achievement of reading skill will be evaluated by:

Results of the test.

Achievement of lesson objective will be evaluated by:

Same as above.

THE SHORT STORY

1. COMPARE - Compare the characters Andy in "I'm a Fool" and Bernice in "Bernice Bobs her Hair."
2. DEFINE - Define "protagonist" and "antagonist."
3. DESCRIBE - Describe Dr. Rappaccini's "Unpardonable sin."
4. DISCUSS - Discuss Andy ("I'm a Fool") as he is and as he would like to be.
5. ENUMERATE - Enumerate the elements of the short story.
6. EVALUATE - Evaluate one of the short stories you have read in this unit.
7. EXPLAIN - Explain the turning point, the major climax and the resolution in Edgar Allan Poe's "The Cask of Amontillado."
8. OUTLINE - Outline the tradition of the lottery.
9. PROVE - Prove that Rappaccini cared "more for science than mankind."
10. SUMMARIZE - Summarize the short story you have chosen for your reading assignment.

CHAPTER TWO

ANALYSIS OF PARTICIPANTS' WORKSHOP EVALUATIONS

EVALUATION

A summative evaluation was not conducted as a part of this project due to the inability to establish control and test groups of teachers or students serviced by teachers trained in reading methods.

The formative objectives to be evaluated were:

1. The ability of Weber Adult High School faculty and staff to:
    a. Recognize causes of reading difficulty encountered by adult students.
    b. Conduct and interpret various types of reading diagnostic instruments/processes.
    c. Teach reading skills in five reading skill areas.

    through a pre- and post program survey.
2. An overall attitude evaluation of the participants' personal growth as it related to teaching reading in their content areas to be submitted at the conclusion of the project.

Activities to achieve objectives

1. The project consultants presented instructional materials through the use of modeling, discussion, application, and replication through a fifteen-session content area reading training program.
2. By assignment, participants in the inservice training were required, following each inservice training to prepare and implement lesson materials accenting the reading skill taught them.
3. Participants learned to prepare, administer, and interpret various types of reading diagnostic instruments/processes.

4. Staff/faculty of Weber Adult High School participating in the inservice training program were administered a survey at the beginning and at the end of the program to assess what changes occurred in their perceived competency to teach functional reading skills to students.

5. Participants in the inservice training program were requested to evaluate their personal growth as it related to teaching reading in their content area as they progressed through the fifteen sessions. An overall evaluation of their attitude was also requested by program instructors at the end of the training program.

PARTICIPANTS' OVERALL EVALUATION OF THE FIFTEEN-SESSION INSERVICE PROGRAM

1. Positive Aspects (Comments)

   A. Workshop

      1. Very beneficial.

      2. Provided insight into reading that in the past I had taken for granted.

      3. Interesting and helpful.

      4. As course progressed . . . . I found it could and did help me.

      5. Overall the course was a success.

      6. I feel better for having taken the course.

      7. Discovered that a lot more reading skills could be taught in a Math class than we had realized.

      8. Many benefits from the study.

   B. Individual Growth and Benefit

      1. Didn't know anything about teaching reading, I couldn't, I hadn't been taught . . . . It made me realize that content should be secondary to reading and writing . . . the skills.

      2. Learned how to help my students read and understand . . . materials for a good home ec. program.

      3. My objectives were met . . . . new knowledge was gained and being directed to use ideas on my own helped me in the classroom.

      4. Gave me recognition of my abilities.

C. Implementation

1. Flexibility in application, especially in ESL.
2. Instructions clear and understood.
3. I felt I could be free to apply Cloze in my own way.
4. I appreciate the independence to experiment.
5. More important, I am cognizant of my own independence in planning and thinking of new ways to teach.
6. I am having a good time dealing with the freedom this class has given me and the students are benefitting.

D. Content

1. Enjoyed assignments, felt they were worth my time and effort.
2. Methods were new and fresh approaches to teaching basic skills.

E. Participant Interaction and Course Feedback.

1. Evaluations were uplifting.
2. Show and Tell was the greatest strength . . . forces people to take careful notes, really try to make the principles work in a classroom, and present successes and failures to peers.

F. Student Implication.

1. We have involved students more closely in planning their own instructional activities.

G. Workshop Material.

1. The material was worthy of our effort and well-organized.

H. Instructors.

1. I appreciated the scholarly attitude of the class leaders and that we were there for business.

2. Negative Aspects.

A. Lessons - Sessions - Materials

1. When course first started I felt it would not help . . . because we did not do much reading from texts.

2. Course was too long, no more than twelve lessons should be taught.

3. Greatest complaint heard was show and tell, this was greatest strength.

4. It extended past the most efficient length of time to maintain peak enthusiasm.

5. In vocabulary unit I think one session was enough.

B. Implementation

1. Would rather have had multiple choices of more activities, even the latitude of sequencing own materials . . . result in more naturalness and more continuity in a student's assimilation and learning.

2. Often difficult to apply in ESL.

ATTAINMENT OF THE OBJECTIVES

The attainment of the objectives is attested by first, the actual conducting of the fifteen inservice sessions for 12 teachers from the staff and content area faculty of the Weber Adult High School; and second by compilation and preparation of the program material combined into a final report to be submitted to agencies as outlined in the proposal.

Each participant was asked to submit an overall evaluation of the entire program and an evaluation of each of the fifteen sessions.

The results of the participant overall evaluation showed the following: (See Appendix __A__ for Content Analysis)

1. Out of a total of 32 comments, 78 percent were positive and 22 percent were negative.
2. Analysis of the positive remarks showed that participants seemed to (a) consider the workshop beneficial, helpful, interesting and successful; (b) feel they learned and grew from this experience; (c) think implementation was flexible; (d) found the assignments worthwhile and methods new and fresh; (e) indicate instructors' evaluations uplifting and Show and Tell worthwhile; (f) involve students more closely; (g) find the materials usefull and well-organized; and (h) feel the instructors professional.
3. Analysis of negative comments showed that participants felt (a) the workshop might not help at the beginning of the course; (b) the course was too long; (c) that Show and Tell was not desirable; and (d) there should be more flexibility in time for applying the materials.

Analysis of the individual sessions by the participants revealed these major points:

1. Participants' comments were overwhelmingly positive. Out of 153 comments recorded, over the fifteen sessions, 13 only were negative. These were highly correlated with the ESL program and its limitations.
2. Session One seemed to have given participants more cause for concern. Basically, they seemed unsure of the workshop

purposes, their responsibilities, and the time commitment expected of them.

3. Most of the comments made about Sessions Two through Ten dealt with lesson content and presentation, materials, and session activities. A general observation indicates that sessions had applications to the respective classrooms and personal professional growth.

4. The Share and Tell feedback portion of the sessions which allowed participants to learn what one another was doing generally appeared to have value. Comments made by participants appeared only in the final evaluations. Instructor observation indicated an interest in presentations and a desire to adapt those ideas given.

Analysis of the objective relative to preparation and implementation of lesson plans in the classrooms of the participants.

Results: All participants in this project were required to submit copies of the lesson materials they developed and used in their respective classes. Copies of the lesson plans and activities incorporating reading skills from the five areas may be found in this report. The success participants had in implementing their lessons may be partially determined from their evaluation of student performance to be found as a segment of the lesson plan.

1. Out of a total of 153 comments made in the journal evaluations, 140, or 91 percent were positive. Of this number 29 percent dealt with student performance.

2. The proportion of negative comments was .08 percent. These were related to the difficulty of ESL teachers to apply these skills.

Participants' confidence in their perceived competency to teach functional reading skills.

No statistical evaluation was applied to the pre- post-test results.

1. Evaluation of the tests (Appendix B) indicates participants demonstrated significant growth in their perceived competency to teach given reading skills. At the conclusion of the fifteen-week program, the participants seemed convinced that they could teach the reading skills listed as objectives in the five skill areas.

Evaluation of the participants show a minimum gain of one degree in teaching competency. In most cases there was a 2 or 3 degree gain from less effective to more effective.

Analysis of the participants' comments throughout the sessions suggests that the participants slowly became more convinced the functional reading skills should be taught in their classrooms. It appeared the personal growth developed and greater insight into the problems students encounter took place.

The inservice program affected the participants' perceptions of their competency to teach given reading skills. Significant pre- post differences were found for every item of the five scales that dealt with reading skills objectives. At the conclusion of the fifteen-week program, the participants were convinced they could teach the specific reading skills on all objectives in the five skill areas.

CHAPTER THREE

SUMMARY AND RECOMMENDATIONS

SUMMARY

The review of the analysis of the data collected and participants evaluated related to the inservice training project suggests the following conclusions:

A. The workshop met its program goal of developing and implementing a viable inservice training program of teaching functional reading skills to faculty and staff of Weber Adult High School.

B. The workshop met its formative goal of:

  1. Teaching participants how to teach reading skills in five reading skill areas by planning and implementing lessons in regular classes.
  2. Building teacher confidence and competence in their ability to recognize causes of reading difficulty, administer and interpret various types of reading diagnostic instruments/processes, and teach functional reading skills.
  3. Evaluating through pre- and post-test instruments, the participants' growth in ability to teach functional reading, administer and interpret diagnostic instruments, recognize causes of reading difficulty; conduct a subjective bi-weekly and final evaluations of the workshop materials and techniques.

RECOMMENDATIONS

It is recommended that:

1. Future workshops be limited to ten bi-weekly sessions.
2. The faculty of the Weber Adult High School act as training instructors of any future programs which might be initiated.
3. Personnel from similar education institutions visit the faculty of Weber Adult High School and observe the program.

APPENDIX A

APPENDIX A

Participant Evaluation of Each of the Fifteen Sessions of the Inservice Program

Examples of Comments Made Concerning Lessons

LESSON ONE: Word Identification

A. General Comments

1. Concerns expressed over ability to apply the reading skills in their classes.
2. Uncertain of need to teach reading in their classes because of limited print materials.
3. Unsure of workshop purposes.

LESSON TWO: Word Identification

A. Categorization of Comments

1. Session lesson content.
2. Lesson valuable, beneficial.

B. Lesson Assignment

1. Used phonics to assist pronunciation of new words.
2. Process helps put words in students' grasp.
3. Helps students with new words and their meaning.

C. Teacher Development in Application of Skills

1. Teachers must be alert to lack of word understanding.
2. Enjoyed helping kids learn new words.
3. Made development of material easier.
4. Made development of material more meaningful.

D. Negative

1. Hard to teach when some students cannot read.
2. It holds back rest of class.
3. Difficult to use and apply in ESL class.

E. Evaluation of Students' Work

1. Students used BCCC as a tool.
2. Helped with new words and their meaning.

LESSON THREE: Diagnosis

A. Session Lesson Content

1. Growing awareness of number of reading skills I need to teach.
2. Liked to "Grade Word List."
3. Had not had previous class to analyze tests.
4. Learned to use "Fry" readability scale and use informal evaluation.

B. Student Assignment

1. Students more interested in applying skills.

C. Miscellaneous

1. Felt schools had done poorly in teaching reading.
2. Awareness of need to check students' skills at each grade.

LESSON FOUR: Cloze Test

A. Session Lesson Content

1. Useful procedure.
2. Cloze a good diagnostic tool.
3. Excellent test of comprehension.

B. Session Assignment

1. Tested validity of teacher-made list.
2. Excellent to use as test of comprehension.
3. Helped diagnose spelling problems.

C. Miscellaneous

1. I became aware of need for patience and sensitivity to student problems.
2. Useful to compare usage of words in two selections.

D. Evaluation of Students' Work

1. Students showed difficulty with context clues.

LESSON FIVE: Vocabulary - Affixes

A. Session Lesson Content

1. Enjoyed this lesson.
2. Good approach to teaching affixes.

B. Miscellaneous

1. I enjoyed teaching it.
2. I have a growing consciousness of word group similarities.

C. Evaluation of Students' Work

1. Kids liked this activity.
2. Students needed more time to learn prefix meanings.

D. Negative

1. Not much growth in reading.

LESSON SIX: Vocabulary - Sequence

A. Session Lesson Content

1. Enjoyed the work.
2. Sequence useful.
3. Sequence guide useful to sewing.
4. This exercise reconfirmed learning can be fun and enjoyable.

B. Miscellaneous

1. This is the only way to teach reading I have found to be effective.
2. One problem at a time - dealt with and corrected.

C. Lesson Assignment

1. Approach an aid to teaching story problems.

D. Evaluation of Students' Work

1. Pleased with results of students' daily work.
2. Students react better and work harder.

E. Negative

1. Have used similar techniques in ESL.

LESSON SEVEN: Comprehension - Main Idea

A. Session Lesson Content

1. It is good idea to use pictures for main idea.
2. Discovered new approach to teaching story problems.

B. Evaluation of Students' Work

1. They did good job of describing main idea of pictures.
2. Students did very well.
3. Were able to identify inferred main idea.
4. Students unable to find main idea.
5. More practice needed.

C. Negative

1. ESL main idea not applicable.
2. Main idea is not within the reach of ESL.

LESSON EIGHT: Comprehension - Guided Reading Procedure

A. Session Lesson Content

1. Interesting.
2. Good session.
3. Guided Reading Procedure (GRP) valuable.
4. New way to interest students in outlining.

B. Evaluation of Students' Work

1. Students more attentive.
2. GRP scores were higher.
3. Student comprehension increased.
4. Students listened closely.
5. Motivates students.
6. Became aware they do not remember well.

C. Negative

1. Those students able to organize central thoughts did well, others did not.
2. Impossible with ESL.

D. Personal

1. Directs my lecture, it slows me down and I make sure they understand.
2. I have felt when students read well they can comprehend, which is a fallacy.
3. I need to be careful in assuming students know more than they do.
4. I did a readability on material, would not have thought to do before this class.

LESSON NINE: Comprehension - Cause and Effect, Connective Words

A. Session Lesson Content

1. Helpful to students.
2. Discovered another tool to use with Math students.
3. Useful procedure.

B. Application of Materials

1. Used cause and effect for cake preparation methods.
2. Plan to follow up with more cause-effect exercises.
3. Ought to begin earlier to teach reading skills.

C. Evaluation of Students' Work

1. Students understand after classroom discussion.
2. Helped students think of social problems.
3. ESL students learned a lot from this.
4. Students loved this and learned a lot.

D. Negative

1. Unable to use the connective words in ESL.

E. Personal

1. More can be accomplished that we believe if we approach the task in logical sequence.

LESSON TEN: Critical Reading - Fact and Opinion

A. Session Lesson Content

1. Good exercise.
2. Lesson exciting.
3. Impressed.
4. Helps me as a teacher.

B. Evaluation of Students' Work

1. Used opinions when talking to one another.
2. Students showed ability in role playing in problem solving, better than anticipated.
3. Students became more discriminating.
4. Impressed with how well they did by end of unit.
5. Students become more aware as consumer.
6. Students began to read and think about purpose and lesson became exiting and enjoyable.

C. Negative

1. ESL needs to come back to this later.

D. Personal

1. I'll use this again.
2. Must stress aim of lesson before it is started.

LESSON ELEVEN: Critical Reading

A. Session Lesson Comments

1. Beneficial.
2. Effective in all academic areas.
3. Important part of reading.
4. Enables students to be more knowledgeable.

B. Evaluation of Students' Work

1. Show interest in discussing.
2. Do better on other advertisements when realize what a fact is.
3. ESL - goes well with unit on survival.
4. ESL - amazed at how well students did.

C. Personal

1. History is easier to teach.
2. Will use on critical and interpretive exercises in the future.

LESSON TWELVE: Vocabulary

A. Session Lesson Content

1. Basis to all reading is the word.
2. As a result of this discussed further.
3. Provide help for classroom application.

B. Application of Materials

1. Tying lesson in U. S. History to reading produces more lasting learning.
2. Just having books to follow does not teach reading.

C. Evaluation of Students' Work

1. Students can illustrate ideas.
2. Can see the relevance of having skills of reading.
3. Kids were interested in this.

D. Personal

1. I use more pre-test exercises.
2. Have found the power of the individual word.
3. Too little emphasis on words.
4. Basis to all reading is the word.

E. Negative

1. ESL are illiterate in our language, let alone these reading objectives.
2. ESL - majority of lessons no value to my class, if were working with English speaking would be more useful.

LESSON THIRTEEN: Study Skills - Study Guide

A. Session Lesson Contents

1. Have received determination to finish my total curriculum putting massive importance on study guide, emphasis- reading.
2. Emphasis good.
3. Helpful activity.
4. Positive.

B. Evaluation of Students' Work

1. Students will read if the task is properly approached.
2. Worked well with ESL group.
3. Positive results.
4. Pleased with way students took part in good review.

C. Negative

1. Should have given pre-test before developing study guide.

LESSON FOURTEEN: Study Skills - Charts, Graphs, Rapid Word Recognition

A. Session Lesson Contents

1. Needs to be taught.
2. A good way to show differences.
3. A new way of helping students understand differences and how to report them.
4. Will use often.
5. Rapid word recognition.
6. Good activity where essential for students to recognize words.

B. Evaluation of Students' Work.

1. Students loved it.
2. ESL (charts) important reading skill for these students.
3. Charting holds high interest for students.
4. Kids need more work on chart reading--emphasis should be on process.

C. Negative

1. I should have been less confusing when introducing charts and graphs.

D. Neutral

1. Hard for students to comprehend that interpreting charts and graphs is a needed skill.

LESSON FIFTEEN: Reading Study Skills - Directions

A. Session Lesson Content

1. Clue words very important.
2. Extremely important lesson, especially to survival(ESL)
3. Teacher should make sure the directions are clear and understandable.

B. Evaluation of Students' Work

1. Students benefit by repeating this activity.
2. Realized kids can't function in the work-a-day world of directions.
3. Because student can read doesn't mean he really can comprehend what you mean when you give directions.
4. During exercise each mistake became a learning experience in understanding and following directions.

APPENDIX B

FINAL LONGITUDINAL EVALUATIONS

Because this evaluation expresses the general verbal comments made during the workshops, it is presented in its entirety.

This class had one startling effect: as educators in the content areas, we have assumed that kids could read (think) at much higher levels than they really can. When I adapted a reading strategy to cover what I thought was a level low enough to educate the lowest, there was always one level lower. For the first time, I realized that we have pitched educational processes much too high. The kids I work with are mostly above 110 IQ in intelligence--dropouts who have become bored with the complex learning required within the traditional school but who yet need more complex skills than the traditional school has ever been able to offer. As I reflect back, no teacher in the content areas in my old junior high school where I taught every stressed reading skills--couldn't stress reading skills because they themselves didn't know how to read. College has prepared the best of us only to memorize facts. So as teachers, we have stressed content, taught content, and graded content. We can't do anything else. But more importantly, we didn't know there was anything else. That's what this class did for me; it made me realize that content should be secondary to reading and writing, a vehicle, merely, to allow the teaching of the only things worth teaching-- skills!

P.S. - I still would rather have had multiple choices or more activities, even the latitude of sequencing our materials. At times I had to break the continuity of my class to accommodate a certain reading strategy. I feel a wider choice would result in fewer "islands" in the curriculum and hence more naturalness and more continuity in a student's assimilation and learning.

The greatest complaint I heard was the Show and Tell. This was its greatest strength. Most people resemble a small beast of burden: on leaving the class, the load is shed at the door. The S/T forces people to take careful notes, really try to make the principle work in a classroom, and present successes and failures to peers. This also made the class difficult for counselors, ESL, and administrators.

I appreciated the scholarly attitude of the class leaders and that we were there for business--get in, get out.

The material was worthy of our effort and well organized.

The class was very beneficial to me. It certainly provided insight into areas of reading that in the past I had just taken for granted or of which I was unaware.

When the course first started I felt that it would not help me in the classroom because we didn't do much reading from text books. As the course progressed and I tried to think of ways to accomplish the assignments, I found that it could and did help me.

I did feel the course was too long. No more than twelve lessons should be taught. I feel that the overall course was a success and I have learned how to help my students read and understand more the topics or buide sheets that are necessary for a good home ec. program.

The lessons were interesting and helpful, but were often difficult to apply in the ESL areas.

I enjoyed doing the assignments and felt they were worth my time and effort. I also thought there was flexibility in the applications, especially in ESL.

Have teachers from different schools meet and exchange ideas. Let each teacher then go back to his own program.

My objectives were met in this experience. New knowledge was gained and being directed to use ideas of my own, helped me in the classroom. It also gave me recognition of my abilities and the evaluations were uplifting. I feel better for having taken the course.

We discovered that a lot more reading skills could be taught in a Math class than we had realized. The methods were, in many cases, new and fresh approaches to teaching the basic skills. We have involved students more closely in planning their own instructional activities.

Even though there were many benefits from the study lasting most of the school year, we felt that it extended past the most efficient length of time to maintain peak enthusiasm.

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